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ABSTRACT

This report reviews California higher education academic program evaluation activities from July 1988 through June 1989. An introductory chapter discusses the meaning and purposes of program evaluation, accreditation, and outcomes assessment at institutional and state levels and the Commission's role. The second chapter reports on planning for new academic programs including planning procedures of universities and community colleges, Commission review of projected programs, trends in projected programs, and an examination of the adequacy of current procedures. The third chapter identifies proposals for new programs in 1988-89, while the fourth describes the review of existing academic programs. Thirteen recommendations address program planning, program approval, program review, and general concerns. Nine appendixes present administrative forms and data on the following: undergraduate degree programs in California's regionally accredited independent institutions; University of California campus review processes for developing annual 5-year projections of new programs; University of California proposed organized research units and multi-campus research units; projected programs; and review of existing programs. Includes 11 references. (DB)

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Summary

This is the fourteenth in a series of reports by the California Postsecondary Education Commission reviewing activities of the Commission and California's public colleges and universities in the oversight of academic programs in public higher education.

Academic program evaluation encompasses degree program planning, approval of new programs, and review of existing programs at several levels -- campus, institutional, and interinstitutional. It can serve as an instrument of academic renewal, a tool in long-range planning and budgeting efforts, and a strategy to further both economic and educational development.

This report covers the Commission's and segments' academic program evaluation activities between July 1, 1988 and June 30, 1989. It contains separate sections covering each aspect of program evaluation and, for the first time in this series, information on undergraduate programs in California's independent colleges and universities. The report concludes on pages 23-24 with 13 recommendations that the Commission and the segments should implement to strengthen the program evaluation process.

The Commission adopted the report at its meeting on June 11, 1990, on the recommendation of its Policy Evaluation Committee. Additional copies may be obtained from the Publications Office of the Commission at (916) 324-4991. Questions about the substance of the report may be directed to Joan Sallee of the Commission staff at (916) 322-8011.

ACADEMIC PROGRAM EVALUATION IN CALIFORNIA, 1988-89

The Commission's Fourteenth Annual Report on Program Planning, Approval, and Review Activities

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985

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1 *Introduction*

IN ESTABLISHING the California Postsecondary Education Commission as the statewide planning and coordinating agency for postsecondary education, the Legislature recognized the review of academic and occupational programs as one of the central functions of the Commission and designated to the agency specific functions and responsibilities related to such review. In its enabling legislation, the Commission was mandated to review the institutional and systemwide long-range plans of the segments; integrate the planning efforts of the public segments while considering the range and kinds of programs appropriate to each institution or system and the educational programs and resources of private postsecondary institutions; review proposals for new programs; evaluate the program review processes of the segments; establish a schedule for segmental review of selected educational programs in consultation with the segments; serve as a stimulus to the segments by projecting and identifying societal and educational needs; and undertake such other functions and responsibilities as are compatible with its role as the statewide postsecondary education planning and coordinating agency.

Shortly after its formation, the Commission requested the staff to prepare an annual report describing its activities related to the review function. This is the fourteenth in that series of annual reports and summarizes academic program planning, approval, and review activities of the staff and the segments from July 1, 1988 to June 30, 1989.

The meaning of program evaluation

These reports used the term "program review" to describe the Commission's activities until last year when the phrase "academic program evaluation" was introduced as the more elastic term, encompassing all parts of the process considered in this report -- institutions *planning and projecting* future programs; *proposing* new ones; *reviewing* existing programs to determine their continuing viability; and finally, *discontinuing* some programs as they decline. Part Two of this report describes Commission and segmental activities in the planning of new academic programs, Part Three discusses the approval of new programs, and Part Four the review of existing programs. The report concludes with a series of recommendations to the Commission and the segments in order to strengthen academic program evaluation in California.

The primary purpose of academic program evaluation is to maintain and enhance the quality, vitality, and responsiveness not only of programs, departments, and individual institutions, but also of entire systems of public higher education in the State. It comes as close to the very heart of the academic enterprise as any policy-making or administrative function, and thus holds promise for shaping the present and future of higher education. Craven calls it "an integral part of higher education throughout its history . . . intrinsic to the process of determining what knowledge is of most worth and how it is to be organized, developed, and communicated" (p. xii). Academic program evaluation can serve as an instrument of renewal, a tool in long-range planning and budgeting efforts, and a strategy to further a state's economic development.

Program evaluation, accreditation, and outcomes assessment

A developing trend links academic program evaluation with both accreditation and student outcomes assessment. The U.S. Department of Education, in its newly revised guidelines affecting the distribution of federal funds to postsecondary institutions, requires that outcomes assessment be used to evaluate the effectiveness of postsecondary institutions or programs, as does the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC, 1988). Similarly, WASC's Accrediting Commission for Community and Junior Colleges has revised its stan-

dards to ensure that planning is more explicitly addressed (Standard 1C) and systematic assessment of institutional effectiveness required (Standard 1D) and specifically states that "institutional research and program review are conducted as essential elements in planning and evaluating institutional effectiveness" (Petersen, p. 2). The final report of the California State University Advisory Committee on Student Outcomes Assessment explicitly recommends that information about current and former students' characteristics, development and attainment of degree and program goals be incorporated in academic program review.

Program evaluation at institutional and state levels

The basic assumption that a major portion of academic program evaluation should be done at the institutional level drives both theory and practice. However, while academic departments are the most appropriate locus to determine the proper structure and content of a program or curriculum and campus administrators can best decide how these programs relate to the institution's mission, function, and role, there is also the need in the case of multicampus systems for someone to judge how a program relates to the programs of other institutions in the system. But it remains to the central coordinating or governing agency or board to judge how a program relates to the programs of other institutions in the state and indeed, to the state as a whole.

All three perspectives are needed for a fully informed judgment about academic programs, be it in planning, approval, or review. Such a shared responsibility can be sensitive at best to implement. Wilson (1980) categorizes the ways that state agencies, presumably regulatory in nature, include institutional involvement in the evaluation process as reactive, advisory, or formative -- three points along the decision-making continuum with reactive strategies at one end and formative at the other. Barak (1982) adds that formative participation is especially attractive because it theoretically allows the opportunity for involvement in all the review stages.

Although the Commission operates in an advisory rather than regulatory capacity, academic program evaluation can proceed most smoothly if opportunities exist for the Commission to participate formatively as much as is reasonable.

The Commission's role in program evaluation

Commission staff is guided in its work regarding academic program evaluation by a set of guidelines adopted by the Commission in December 1981. It is also assisted by an Intersegmental Program Review Council (IPRC), currently consisting of the following members:

- Calvin C. Moore, Associate Vice President of Academic Affairs, Office of the President, University of California;
- Sally Loyd Casanova, Dean, Academic Affairs, Plans, Office of the Chancellor, The California State University;
- Ronnald Farland, Vice Chancellor for Academic Affairs, Chancellor's Office, California Community Colleges; and
- William J. Moore, President, Association of Independent California Colleges and Universities.

As is apparent by the presence of the Association of Independent California Colleges and Universities on the Council, the Commission recognizes that higher education in California includes a strong fourth sector of independent colleges and universities offering undergraduate, graduate, and professional programs. Any view of academic program planning, approval, and review would therefore be enhanced by information from these institutions. Indeed, in its enabling legislation, the Commission is mandated to integrate the planning efforts of the public segments while considering the educational programs and resources of private postsecondary institutions. This effort has begun this year with a request to the Association of Independent California Colleges and Universities for information about academic programs in the State's independent colleges and universities. While submitting a comprehensive compilation in matrix form of all undergraduate degree programs (Appendix A), Association President William Moore also noted:

> Although program planning and curricular changes do not take place interinstitutionally across the independent sector, these changes do

occur on a regular basis within the individual institutions. In our traditional, liberal arts colleges substantial curricular changes are infrequent and usually quite modest. But among our small, comprehensive universities (which combine traditional liberal arts with selected professional programs, both undergraduate and graduate), and among our research universities such change is almost continuous, and is often substantial. Program planning and review functions are customarily conducted at independent institutions in a manner similar to that of the public segments, i.e., with faculty, at both the disciplinary and governance levels, and administration working in a collegial manner to develop curricular change and with governing boards having final approval authority.

Commission staff will use the data about undergraduate programs to better understand the number and types of academic programs available throughout the State in both the independent and public institutions and will work through the AICCU to obtain more information about academic program planning and review in selected institutions for next year's report.

2 *Planning for New Academic Programs*

ACADEMIC program planning is a dynamic, constant, and fluid process that must balance the disciplinary interests of the faculty, the needs of students, the demands of the economy, and the resources of the State. It is a series of decision points involving numerous and varied decision makers about what programs colleges and universities should be offering as these institutions respond to increasing enrollments, the needs of a demographically and technologically changing society, and the expansion of knowledge itself. Although influenced by different constituencies and driven by competing forces, campus, systemwide, and statewide planners have their parts to play in academic program planning, and a balance of all three perspectives must be achieved if educational program planning is to be ultimately successful.

Planning procedures of the segments

The California State University

As part of its planning process, the California State University requires that its campuses annually update and submit to the Board of Trustees five-year academic plans that serve to guide program, faculty, and facility development. These plans are reviewed by the Chancellor's staff before they are submitted to the Trustees; academic plans for 1990-91 through 1994-95 appear in their entirety in the March 13-14, 1990 *Board of Trustees Agenda*. Once approved by the Board of Trustees, the plans constitute "planning authorization" after which the campuses prepare detailed degree proposals that are first widely reviewed on campus and then submitted to the Chancellor's Office for approval.

University of California

A similar process is in place at the University of California where each campus annually submits to the Office of the President a five-year list of proposed degree programs and organized research units (ORUs). This list is developed differently on each campus; what is common to them all is a broad-based consultation process that is being continually refined. A summary of the review processes used by the campuses, prepared by staff from the Office of the President, can be found in Appendix B.

Each year, the University and the State University submit their lists of projected programs to the Commission. Appendix C shows the new Organized Research Units (ORUs) and Multi-Campus Research Units (MRUs) proposed by the University for six of its campuses, and Appendix D contains the lists of projected academic programs from both segments, amalgamated by general fields of study. Each provides the interested observer a detailed blueprint of the direction higher education in the State, at least in its four-year public institutions, will take over the next five years in terms of both teaching and research. These appendices should also be examined in the context of existing academic programs and research units. In the interest of space, a complete inventory of programs will not be provided with this year's report, but a list of existing research units in the University of California is attached as Appendix E.

California Community Colleges

The status of academic program planning in the California Community Colleges is less well-defined. Until spring 1985, the Chancellor's Office annually issued a *Master Plan and Inventory of Programs* based upon information provided by each college on the educational programs planned for future implementation. Appendix F shows the very elemental documentation required from the colleges. As planning for the new Management Information Systems began in the Chancellor's Office, however, a moratorium was placed on submission and analysis of even these data, and the report has not been compiled for several years. As Chancellor's Office staff continues to improve the course and program ap-

proval process as well as academic program planning by updating *The Handbook on Curriculum and Instruction* this coming year, it is hoped that they can institute a process more like that employed by the other two segments of higher education in the State that will make clear the direction of educational programming in the community colleges.

Commission review of projected programs

From the lists of projected programs submitted by the University and State University, Commission staff identifies those new academic programs that will require its review. Commission staff review is considered warranted for all joint doctorates, doctorates, and programs about which there are questions regarding student demand, societal needs, appropriateness to institutional and segmental mission, the number of existing and proposed programs in the field, total costs of the program, the maintenance and improvement of quality, and the advancement of knowledge -- criteria currently used by the Commission in the review of all new programs. In addition, in light of present exigencies, Commission staff must work with the segments to relate academic program planning to increasing enrollments in higher education, demographic changes throughout the State, and segmental plans for new campuses and facilities.

Display 1 on pages 7-10 shows the programs currently requiring Commission staff review. The listing of a program in this display implies no judgment about its potential, quality, or the ability of a particular campus to offer it. Similarly, it does not mean that the program is less likely to be endorsed at any level of the review process than one not on the list. Its inclusion is simply to alert program planners to the importance of a careful and comprehensive examination. At present, proposals for ORUs and MRUs are not sent to the Commission by the University for review or concurrence.

Trends in projected programs

In the second half of the 1980s, the number of projected programs in the University of California and the California State University began to grow, reflecting a climate of expansiveness markedly different from the mood of the early '80s. In the Commission's 1988 report on program review, the list of projected programs was longer than any during the previous decade, the 178 programs representing a 72 percent increase over the number of programs on the list five years before. In last year's report, the number grew to 200 proposed programs. This year that number declined only slightly to 191. Some of these programs projected to begin in the University and the State University between 1989-90 and 1994-95 will offer more than one degree -- for example, the School of Architecture at the University of California at San Diego proposes to implement baccalaureate, master's, and doctoral degree programs -- which has implications not only for the curriculum but also for the faculty, facilities, equipment, and library resources needed. This year's compilation also includes 33 programs from the University and 26 from the State University that appear on the list for the first time.

Trends in subject areas

Comparing last year's projected programs to those submitted this year illustrates the changing nature of academic program planning. The University of California and the California State University constantly evaluate their programmatic needs, and as they do, some programs are deleted from the list and others added, titles are modified or degrees changed. Within the University, for example, Irvine's program in Facilities Design and Management is now called "Facility Planning and Management"; the Ed.D. in Education at Davis has changed to a Ph.D. and its implementation date has advanced from 1991 to 1990; Human Communication at Santa Barbara now reads "Communication Studies"; and the Science/Math Master of Arts in Teaching program at San Diego appears to have developed into a joint doctorate with San Diego State University. Within the State University system, San Francisco State has requested authorization to offer a pilot professional degree in Film and Television titled "Cinema." As a condition of approval, the campus will provide an evaluation of the program after its fourth year and will be involved in recommending guidelines governing quality and assessing resource needs in order to inform the Trust-

(text continues on page 10)

DISPLAY 1 *Projected Programs Requiring Commission Staff Review*

Joint Doctoral Programs

Communicative Disorders	Ph.D.	UC San Diego/SDSU	1991
Education*	Ph.D.	UC San Diego/SDSU	1991
Science and Math Education*	Ph.D.	UC San Diego/SDSU	1991
Geography	Ph.D.	UC Santa Barbara/SDSU	1990
Educational Leadership	Ed.D.	UC Systemwide and CSU Fresno	1991
Cranio Facial Biology	Ph.D.	CSU Northridge/USC	1991
Educational Administration	Ed.D.	CSU Sacramento and UOP	1991

Doctoral Programs

Cognitive Science	M.A./Ph.D.	UC Berkeley	Five years
Education	Ph.D.	UC Davis	1990
Parasitology	M.S./Ph.D.	UC Davis	Upon approval
Population and Evolutionary Biology	Ph.D.	UC Davis	1991
Anthropology	Ph.D.	UC Irvine	1991-92
Art History	M.A./Ph.D.	UC Irvine	1991-92
Criminology, Law and Society	M.A./Ph.D.	UC Irvine	1992-93
Critical Theory	Ph.D.	UC Irvive	1991-92
Dance	Ph.D.	UC Irvine	1992-93
Drama Theory and Criticism	Ph.D.	UC Irvine	1992-93
East Asian Languages and Literatures	M.A./Ph.D.	UC Irvine	1991-92
East Asian Studies	M.A./Ph.D.	UC Irvine	1992-93
Educational Administration	Ed.D.	UC Irvine	1990-91
Environmental Health and Public Policy	Ph.D.	UC Irvine	1992-93
Film and Media Studies	M.A./Ph.D.	UC Irvine	1993-94
Geosciences	M.S./Ph.D.	UC Irvine	1991-92
Health Psychology	Ph.D.	UC Irvine	1992-93
History and Philosophy of Science	Ph.D.	UC Irvine	1992-93
Human Development	Ph.D.	UC Irvine	1992
Human Genetic Disease	Ph.D.	UC Irvine	1992-93
Sociology	Ph.D.	UC Irvine	1991-92
Bio-Geosphere Dynamics	M.S./Ph.D.	UC Los Angeles	1991-92
Dance	Ph.D.	UC Los Angeles	1989-1990
Musical Arts	D.M.A.	UC Los Angeles	1990
Art History	Ph.D.	UC Riverside	1991-92
Child Clinical (Psychology Department)	Ph.D.	UC Riverside	1991-92
Computer Science	Ph.D.	UC Riverside	1990
Dance History	Ph.D.	UC Riverside (Intercampus)	1992
Engineering	M.S./Ph.D.	UC Riverside	1994-95
History and Philosophy of Science	M.A./Ph.D.	UC Riverside	1990-91
International Studies	Ph.D.	UC Riverside	1990-91
Linguistics	Ph.D.	UC Riverside	1990-91
Management	Ph.D.	UC Riverside	1991
Neuroscience	Ph.D.	UC Riverside	As soon as possible
Religions	Ph.D.	UC Riverside	1994

*Appears on the list submitted by the University of California but not on that submitted by the California State University.

(continued)

DISPLAY 1 Continued

Architecture	M.A./Ph.D.	UC San Diego	1991
Art History / Criticism (Visual Arts)	M.A./Ph.D.	UC San Diego	1992
Theatre	Ph.D.	UC San Diego	1992
Communication Studies	Ph.D.	UC Santa Barbara	1990
Environmental Science & Management	Ph.D./M.E.S.M.	UC Santa Barbara	1992-93
Evolution and Paleobiology	M.S./Ph.D.	UC Santa Barbara	1990
Statistics and Applied Probability	Ph.D.	UC Santa Barbara	1990
Applied Mathematics	M.S./Ph.D.	UC Santa Cruz	1990-91
Education	Ph.D.	UC Santa Cruz	1993-94
Environmental Toxicology	M.S./Ph.D.	UC Santa Cruz	1990-91
Marine Sciences	Ph.D.	UC Santa Cruz	1991-92

Projected programs in fields with many existing and/or proposed programs

Note: Projected doctoral programs in each discipline area are listed in italics at the end of each disciplinary category that follows.)

Computer Science/Engineering			
Computer Science	B.S.	UC Los Angeles	1990
Computer Science	M.S.	CSU Bakersfield	1994
Computer Science	M.S.	CSU Dominguez Hills	1992
Computer Science	M.S.	CSU Fresno	1990
Computer Engineering	B.S.	CSU Fullerton	1991
Computer Science	M.S.	CSU Los Angeles	1990
Computer Science	M.S.	CSU Stanislaus	1992
Computer Science	*Ph.D.*	*UC Riverside*	*1990*
Engineering			
Engineering	B.S./M.S.	UC Riverside	1994-95
Ocean Engineering	B.S.	UC San Diego	1991
Ocean Engineering	M.S.	UC San Diego	1994
Electronic Engineering	B.S.	UC Santa Cruz	1991-92
Construction Management	B.S.	CSU Fresno	1990
Surveying Engineering	M.S.	CSU Fresno	1991
Civil Engineering	B.S. / M.S.	CSU Fullerton	1991
Electrical Engineering	B.S. / M.S	CSU Fullerton	1991
Mechanical Engineering	B.S. / M.S.	CSU Fullerton	1991
Civil Engineering	B.S.	Humboldt State Univ.	1990
Engineering Technology	B.S.	CSU Long Beach	1990
Electrical Engineering	M.S.	CSU Pomona	1991
Structural Engineering	M.S.	CSU San Luis Obispo	1990
Electronic Engineering Technology	B.S.	CSU San Luis Obispo	1990
Engineering	*Ph.D.*	*UC Riverside*	*1994-95*
Fine and Performing Arts			
Arts	B.F.A.	UC Los Angeles	1990
Visual Arts	M.F.A.	UC Santa Cruz	1992-93

(continued)

DISPLAY 1 Continued

Art	B.F.A./M.F.A.	CSU Northridge	1992
Art	B.F.A.	CSU Sacramento	1990
Art	M.A.	CSU San Bernardino	1991
Art	B.F.A.	San Diego State Univ.	1991
Art	B.F.A.	Sonoma State	1990
Art	B.F.A.	CSU Stanislaus	1990
Art History	M.A.	UC Irvine	1991-92
Art History/Criticism (Visual Arts)	M.A.	UC San Diego	1992
Art History	*Ph.D.*	*UC Irvine*	*1991-92*
Art History	*Ph.D.*	*UC Riverside*	*1991-92*
Art History/Criticism (Visual Arts)	*Ph.D.*	*UC San Diego*	*1992*
Dance	M.F.A.	UC Santa Barbara	1991
Dance	B.A.	CSU Fullerton	1990
Dance	M.F.A.	CSU Long Beach	1991
Dance	*Ph.D.*	*UC Irvine*	*1992-93*
Dance	*Ph.D.*	*UC Los Angeles*	*1989-90*
Dance History	*Ph.D.*	*UC Riverside*	*1992*
Textile Arts and Costume Design	M.F.A.	UC Davis	Five years
Theatre Arts	M.F.A.	UC Santa Cruz	1991-92
Theatre Arts	B.A.	CSU Bakersfield	1994
Theatre Arts	M.F.A.	CSU Fresno	1991
Dramatic Theory and Criticism	*Ph.D.*	*UC Irvine*	*1992-93*
Theatre	*Ph.D.*	*UC San Diego*	*1992*
Ethnomusicology	B.A.	UC Los Angeles	1989
Music (Instrumental, Vocal, and Conducting Performance	M.M.	UC Los Angeles	1990
Music Theater	B.A.	UC Los Angeles	1990
Music	B.A.	CSU Bakersfield	1992
Music	M.M.	CSU Los Angeles	1991
Music	B.A.	CSU San Luis Obispo	1990
Musical Arts (Instrumental, Vocal, and Conducting Performance	*D.M.A.*	*UC Los Angeles*	*1990*
Film and Media Studies	M.A.	UC Irvine	1993-94
Film/Video	B.A.	UC Santa Cruz	1992-93
Cinema	M.F.A.	San Francisco State	1991
Film and Media Studies	*Ph.D.*	*UC Irvine*	*1993-94*
Health Care Management	M.S.	CSU Dominguez Hills	1990
Health Care Administration	M.S.	CSU Long Beach	1990

Projected programs in fields with uncertain student or societal demand

Applied Studies	B.S.	CSU Dominguez Hills	1991
Aviation	B.S.	CSU Los Angeles	1990
Classical Studies	M.A.	UC San Diego	1993

(continued)

DISPLAY 1 Continued

Cognitive Science	A.B.	UC Berkeley	Five years
Cognitive Science	A.B.	UC Riverside	1994-95
Cognitive Studies	B.A.	CSU Stanislaus	1991
Communication	M.A.	CSU San Bernardino	1993
Computer Information Systems	B.S.	CSU Chico	1991
Computer Information Systems	M.S.	CSU Los Angeles	1991
Creative Writing	M.F.A.	UC San Diego	1991-92
Creative Writing	M.F.A.	San Francisco State	1991
Facility Planning and Management	M.F.P.M.	UC Irvine	1991-92
Gerontology	B.A.	CSU Sacramento	1990
Graphic Communication	B.S.	CSU Los Angeles	1991
Health Science	B.S.	CSU Fullerton	1990
History and Philosophy of Science	B.A.	UC Riverside	1990-91
Human Resource Development	M.A.	CSU Chico	1990
Instructional Technology	B.S.	CSU Chico	1991
Liberal Studies	M.A.	CSU Long Beach	1991
Liberal Arts	M.A.	CSU Sacramento	1990
Management Information Systems	M.S.	CSU Bakersfield	1991
Recreation Administration	B.A.	Humboldt State Univ.	1990
Social Documentation	M.A.	UC Santa Cruz	1991-92
Social Science	M.A.	CSU San Bernardino	1990
Sport Management	B.A.	CSU Los Angeles	1990
Technical and Professional Writing	B.A.	San Francisco State	1990
Telecommunications	B.S.	CSU Dominguez Hills	1991
Women Studies	M.A.	San Francisco State	1991

Projected programs that may have significant resource implications

Environmental Science and Management	M.E.S.M.	UC Santa Barbara	1992-93
Fisheries Management	M.S.	UC Davis	Five years
Social Statistics	M.A.	UC Los Angeles	1991-92
Urban & Regional Planning	M.U.R.P.	UC Irvine	1991-92

Source: California Postsecondary Education Commission staff analysis.

ees' decision in the future about permanent authorization for the Master of Fine Arts degrees in Cinema. At the same time, the Irvine and Santa Cruz campuses of the University are also proposing new degree programs in Film, Video, and Media Studies. Equally interesting are other new degree programs in areas as diverse as Parasitology, Evolution and Paleobiology, Craniofacial Biology, German Area Studies, History and Philosophy of Science, Bio-Geosphere Dynamics, Religions, Neuroscience, Critical Theory, Social Documentation, and Social Statistics. Growing interest in the Pacific Rim appears in the addition of Chinese and Japanese and programs focusing on East Asia. The list of projected programs is like an eminently readable novel that opens the reader to a world of interesting possibilities.

Past pattern has seen the largest concentration of projected programs in the health professions, the fine and performing arts, engineering, and computer science. This year is no exception, although de-

creases have occurred in all four areas with the health professions falling from 25 to 17 projected programs, the fine and performing arts from 39 to 35, engineering from 17 to 14, and computer science from 11 to 8. A healthy proportion of projected programs remains in business and management (11), education has increased to 12, while social sciences and biological sciences (10 each) join the list of those disciplinary areas with a significant number of projected programs. But it is in the interdisciplinary category where the greatest increase is found -- from 20 to 27 proposed programs. Each of these fields presents somewhat different challenges when considering the need for new programs.

Trends among campuses

The campuses, too, differ in the number of new programs they are projecting. University of California campuses like Berkeley, Santa Barbara, and Davis are proposing only three, six, and seven new programs, respectively, on the current list; San Francisco plans none; while Los Angeles is introducing 13, Riverside 16 (ten of them doctorates), and Irvine 20, of which 17 are doctoral degree programs. In the State University, campuses like San Bernardino (11), Long Beach (9), Los Angeles (9), Fresno (8), and Fullerton (8) plan more new programs than Chico, Humboldt, Sacramento, and San Jose (three each), Sonoma (2) and Hayward (0). And for the first time in many years, nine new baccalaureate degree programs spring from a new campus -- San Marcos.

Adequacy of current procedures

Both the University and State University now submit on an annual basis to the Commission one-page descriptions of their projected programs, along with the aforementioned lists. Bowen and Glenny in their 1981 *Evaluation of Statewide Program Review Procedures* called this procedure weak, believing it leads Commission staff to review highly detailed new program proposals "on a fragmented, program-by-program basis." They recommended that staff develop an integrated program plan from segmental program plans, with the intent of the recommendation being that the Commission could then examine new and existing programs at a level of generality appropriate to its statewide concerns.

The fundamental question from a public policy perspective is, of course, how many programs in a given field the State has the obligation to fund to further knowledge and ensure the continuing economic health of California and, less directly, the nation.

Like Goldilocks, the Commission must ask, for example, if 35 more programs in the fine and performing arts are too few, too many, or just right.

- Furthermore, can the State's capital outlay budget bear the burden of support for these programs which are often very costly to provide?
- Does California need more programs in engineering or computer science or the health professions -- or has the State, the job market, or the professions reached some sort of saturation point, beyond which the mere addition of programs inflates the credential necessary for entry-level jobs?
- How many doctoral programs in education are sufficient?
- And does the interdisciplinary approach to program development indicate strength or a lack of focus and relegate these programs to second-class status in a world of department-based programs and faculty?

Discussions with the Commission's Intersegmental Program Review Council on these questions as they relate to specific program areas and the implementation of segmental and intersegmental reviews are strategies which can eventually lead to a more global planning effort.

Importance of focused intersegmental reviews

The guidelines identifying goals and procedures to be followed for the Commission's review process state that in addition to reporting on the annual program review activities within the segments, Commission staff, in consultation with the Intersegmental Program Review Council, will recommend a field or fields of study to be reviewed concurrently by all the segments during the following year. The purpose of this review, the guidelines continue, is to establish a comprehensive body of information that should lead to more informed judgments concerning

curricular issues at all levels of planning, helping to answer some of the following questions:

1. Do the degree or certificate programs within the field appear to be overproducing or underproducing graduates for the related job market?
2. Do degree or certificate programs within the field represent appropriate adherence to the principle of differentiation of function?
3. What articulation or career ladder provisions are in effect within the program area?
4. What developments within related occupational fields have implications for educational programs?

The areas to be reviewed should be based on considerations of significant changes of enrollment over a five-year period, uneven regional distribution of programs, large number of projected programs, rapidly changing job markets for graduates, or special circumstances.

The segments have in the past been reluctant to move ahead with an intersegmental review of any discipline. Although the purpose, structure, and costs of intersegmental reviews demand careful consideration, these factors should not *ex post facto* be considered impediments to undertaking the activity. Although admittedly facing a less complex and sizable system of higher education than exists in California, other states have undertaken statewide reviews in areas such as education, engineering, nursing, business administration, and general education.

Projected programs that raise questions of unnecessary duplication of effort, excessive costs, demand, need, faculty availability, articulation, and the like can also be the subject of segmental study. The State University, for example, is currently completing the second phase of a study of engineering that is expected to be available for campus review this month, while a major study of graduate education is expected to be presented to the Board of Trustees in May 1990. The University of California is beginning a study of its professional schools, with law the first area under study, followed by business. Such studies, particularly if done by each of the segments simultaneously could result in a planning document that would guide both the segments and the State. The Commission guidelines note that such reviews may supply all information necessary for an intersegmental survey.

The case of the fine and performing arts

This year's list of projected programs shows the fine and performing arts as among several disciplinary areas with a substantial number of existing and proposed programs. Prompted by this situation, Commission staff wrote to the University of California last spring:

> . . . we believe that the Intersegmental Program Review Council should discuss the future of professional degrees in the arts in the University of California and in the California State University before similar proposals at the undergraduate or graduate level are forwarded by either segment for Commission staff review and approval in the future.

And again in October 1989:

> We have reviewed the proposal for a Master of Music and Doctor of Musical Arts . . . and concur with your recommendation for approval, even though we remain concerned by the large number of proposed programs in the performing arts in both four-year public segments. We suggest that the University regard this program as a pilot designed to determine the need for additional programs at other campuses . . . . We do not believe that we are serving the public interest by continuing to review proposals in the fine and performing arts on a case-by-case basis . . . . We would therefore like to propose that an intersegmental context be established before concurrence is sought on other proposals in music as well as on all other proposals in the fine and performing arts . . . .

Although discussions have begun with the Intersegmental Program Review Council, no consensus has yet been reached on what might be considered a reasonable projection for new programs in the fine and performing arts in the University, State University, and community colleges.

The Commission recommends that a planning framework be developed for this and other disciplinary areas in which there are a substantial number of projected and existing programs. If possible, such a context should be built upon segmental or inter-

segmental reviews that specifically address the *need and demand for additional academic programs* in the field, the number of new programs that should be established, curricular articulation between two-year and four-year programs, and other considerations. The conclusions should also be based upon such data as five-year history of enrollments and degrees conferred, program costs, records of placement, the relationship of the program to institutional mission, results of recent reviews, student demand, societal need, and other relevant information. Discussion should include the impact of increasing enrollments throughout higher education, demographic and technologic changes, and plans for new campuses.

Once such a context is established, to be reviewed *every five years by the Commission* and the segments through the medium of the Intersegmental Program Review Council, Commission staff can then forego review of all proposals in that disciplinary area, except for joint doctorates and doctoral degree programs. Instead, the segments will be asked to report annually on how program planning in each area is consistent with the intersegmental agreements. Commission staff can then examine new programs, as suggested by Bowen and Glenny, at a level of generality appropriate to the Commission's statewide concerns.

3 *Approval of New Academic Programs*

THE FRUIT of academic program planning occurs for a campus when, after broad consultation within its own boundaries, it is ready to submit a proposal for a specific program to the appropriate systemwide office. There, however, the process of review and consultation begins anew.

Approval processes in the segments

The California State University

In the California State University, proposals for both baccalaureate and graduate degree programs are submitted to the Office of the Chancellor which undertakes careful and painstaking review of them. Staff issues a monthly report that is sent to the Commission, describing the status of all new program proposals. For changes in options, concentrations, special emphases, minors, and revisions to existing curricula, the Chancellor's Office delegates authority for approval to the campuses, except those specified in Executive Order 283.

University of California

In the University of California, proposals for baccalaureate degree programs are sent directly to the Office of the President where they are typically approved unless there are serious resource implications. Proposals for new graduate degree programs, on the other hand, are transmitted by the campus both to the Coordinating Committee on Graduate Affairs (CCGA) and to the Office of the President where staff prepares a preliminary analysis of resource requirements, projected enrollments, uniqueness of the program, student demand, and/or the job market for graduates of the proposed program. If CCGA approves the program, the aforementioned analysis is completed with a recommendation for approval or nonapproval and submitted to the Program Review Committee (PRC) -- a subcommittee of the Academic Planning and Program Review Board (APPRB). Proposals for a joint doctorate either between the University of California and the California State University or the California State University and an independent institution undergo a similar but necessarily more broadly consultative review process.

If a program has appeared on the list of projected programs necessary for Commission review, the proposal itself -- or a summary of it, as is more commonly the case in the University of California -- is then submitted to Commission staff who have 60 days to respond.

Since the Commission has no regulatory powers but operates instead in an advisory capacity, staff does not have authority to approve or veto individual programs, only to recommend for or against them, except in the case of joint doctorates between the State University and an independent institution where review and approval is specified. The bill establishing the California Postsecondary Education Commission (AB 770, Statutes of 1974) contained explicit references to a program review responsibility, making clear that the Commission's role was to "review and comment" on programs. Staff most often concurs with proposals or asks for more information; it rarely takes the position of non-concurrence on submissions from the University of California or the California State University whose systemwide offices take very seriously their responsibilities for program review. Occasionally, Commission staff concurs with a program reluctantly, dissuaded perhaps by fluctuating or declining enrollments in existing programs in the same field while at the same time persuaded by other documentation regarding student demand, market demand, or the judgment of the systemwide office. While the health of higher education requires some degree of risk-taking so that the curriculum will remain vital and responsive, responsible risk-taking demands periodic monitoring. The Commission believes this small number of programs, for which concurrence with demurrer has been given, should be monitored before their regularly scheduled campus reviews occur in five-to-seven years.

California Community Colleges

The situation regarding program approval differs significantly in the California Community Colleges from that in the State's two public four-year segments. California's Education Code and Title 5 require the Chancellor's Office to approve not only each new program offered by a community college but also each new course that is not part of any already approved program and all new noncredit courses. Neither the University nor the State University approves courses; in them, there cannot be any free-standing courses, only those that are affiliated with a program. In the community colleges, however, there are currently more than 7,000 programs and 137,000 credit and 13,000 noncredit courses offered by the 107 community colleges. In addition, the Chancellor's Office is also faced with a loosely structured confederation, rather than system, of colleges, founded and still funded at least in part locally.

That the Chancellor's Office is working toward a comprehensive academic program planning and program review system and has already streamlined and strengthened its State-level approval procedures is fully supported by the Commission. These refinements, implemented over the last year, are now ready for full operation -- an automated tracking system, checklists and instructions for Chancellor's Office reviewers to decrease the time required for each review and assure greater consistency across reviewers and over time, in-house training sessions for reviewers on the use of these check lists, and revision of the *Handbook on Curriculum and Instruction*, now in progress. To respond appropriately to the diverse program approval situations common in the community colleges, new procedures worked out between Chancellor's Office and Commission staff will now allow for distinctions among full approval, modified approval, and limited approval for Community College proposals.

Proposals for new programs in 1988-89

As shown in Display 2 at the right, the Commission received 35 proposals for new programs from the segments during the last academic year from July 1, 1988 to June 30, 1989. This number represents the fewest new programs submitted since figures began to be compiled in 1976-77. Since the proposals for one of the joint doctorates and the joint master's degree program are counted twice, both against the total for the University of California and for The California State University, 33 proposals for new programs may be the more accurate figure.

DISPLAY 2 Number of Proposals for New Programs Received from Each Public Segment Since 1976-77

Year	California Community Colleges	The California State University	University of California	Total
1976-77	93	29	17	139
1977-78	101	20	15	136
1978-79	55	17	13	85
1979-80	43	16	12	71
1980-81	51	17	9	77
1981-82	43	11	5	62
1982-83	32	27	8	65
1983-84	16	23	6	45
1984-85	25	22	4	51
1985-86	27	9	7	43
1986-87	26	19	5	50
1987-88	15	21[1]	5[1]	41
1988-89	6	22[2]	7[3]	35

1. Includes one joint doctorate.
2. Includes two joint doctorates and one joint master's.
3. Includes one joint doctorate and one joint master's.

Source: California Postsecondary Education Commission files.

California Community Colleges

The six new programs from the California Community Colleges represent a precipitous drop from former years when the two-year colleges proposed an average of 43 new programs a year, ranging from a high of 101 in 1977-78 to a previous low of 15 last year. The programs span fields that bear testament to the diversity offered by California's Community Colleges -- Laser Electronic Optics, Emergency Medical Technician, Occupational Therapy Technology (two proposals), Athletic Training/Sports Medicine, and Nursing. The Commission's figure differs at least in part from the 21 new programs re-

ported by the Chancellor's Office because of different reporting deadlines and definitions of program.

The California State University

Twelve of the 19 campuses in the California State University submitted 22 proposals for new programs, nearly two-thirds of them directed toward graduate degrees. The programs include a wide range of academic and occupational fields -- nursing, religious studies, computer science (two proposals), quality assurance, urban studies, taxation, environmental and occupational health, dance (two proposals), accountancy, mathematics, electrical, civil, and computer engineering, educational administration, physical science, creative writing, and social work, and the joint degree programs include engineering mathematics, public health (epidemiology), and physical therapy. Eight of these proposals fell in the category of "Information Only" as the programs did not appear on the Commission's list of projected programs to review. Based on this list, Commission staff primarily reviewed programs in the health sciences, fine and performing arts, engineering, and computer sciences.

University of California

Although seven new program proposals from the University of California may appear minimal, this number is in keeping with University submissions in recent years and is indeed an increase compared to the last two years. It is important to note that the University's numbers are not comparable to the State University totals, since the University does not send the Commission any "Information Only" proposals as the State University does, nor does it inform the Commission of the baccalaureate degree programs submitted by the campuses. The University therefore offers new programs that are not reflected in the totals in Display 2 or Display 3 below. Such programs in 1988 included Celtic Studies (B.A.), Resource Management (B.S.), Asian Studies and Law (M.A.-J.D.), Iranian Studies (B.A.), and Community Development (Ph.D.), among others. The uniqueness of these degree areas may warrant at the very least some discussion of their implications with Commission staff, as has been the custom in prior years.

DISPLAY 3 *Proposals for New Programs Received by the Commission, July 1, 1988, to June 30, 1989*

Date Received	Campus	Program	Degree(s)	Decision
Joint Doctorates				
11/15/88	CSU Long Beach/Claremont	Engineering Mathematics	Ph.D.	More information; Concur.
5/15/89	SDSU/UCSD	Public Health/Epidemiology	Ph.D.	Concur.
6/16/89	SFSU/UCSF	Physical Therapy	M.A.	Concur.
University of California				
7/8/88	San Diego	School of Architecture	(B.A./M. Arch./Ph.D.)	Concur.
7/20/88	Santa Barbara	Linguistics	M.A./Ph.D.	Concur.
3/30/89	Los Angeles	Dance	M.F.A.	Concur.
6/9/89	Davis	Music	Ph.D.	Concur.
6/30/89	San Diego	Latin American Studies	M.A.	Concur.

(continued)

DISPLAY 3 Continued

Date Received	Campus	Program	Degree(s)	Decision
The California State University				
7/19/88	Dominguez Hills	Nursing	B.S./M.S.	Concur.
7/20/88	Bakersfield	Religious Studies	B.A.	Information only.
7/20/88	San Jose	Computer Engineering	M.S.	Concur.
8/1/88	Dominguez Hills	Quality Assurance	M.S.	Concur.
8/4/88	San Diego	Urban Studies	B.A.	Concur.
8/4/88	San Jose	Taxation	M.S.	Information only.
8/8/88	Northridge	Environmental and Occupational Health	B.S.	Information only.
9/6/88	San Diego	Dance	B.A.	More information; Concur.
9/30/88	San Jose	Accountancy	M.S.	Information only.
2/8/89	San Bernardino	Mathematics	M.A.T.	Information only.
2/22/89	Chico	Electrical Engineering	M.S.	Concur.
3/20/89	Fresno	Civil Engineering	M.S.	Concur.
3/27/89	San Bernardino	Educational Administration	M.A.	Concur.
4/24/89	Los Angeles	Computer Science	M.S.	Not concur.
4/28/89	Long Beach	Dance	B.F.A.	Concur.
5/1/89	Fresno	Computer Engineering	B.S.	Concur.
5/1/89	Los Angeles	Physical Science	B.S.	Information only.
5/5/89	San Diego	Creative Writing	M.F.A.	Information only.
5/7/89	San Bernardino	Social Work	M.S.W.	Information only.
California Community Colleges				
7/1/88	Irvine Valley	Laser Electronic Optics	A.A./Cert.	Cond. Concur; Concur.
8/31/88	Saddleback	Emergency Medical Technology	A.A./Cert.	No action.
9/9/88	Sacramento City	Occupational Therapy Technology	A.A.	Concur.
9/15/88	San Jose	Occupational Therapy Assistant	A.A.	Cond. Concur; Concur.
11/22/88	Sequoias	Athletic Training/Sports Medicine	A.A./Cert.	Conditional Concur.
6/8/89	Allan Hancock	Nursing (A.D.N.)	A.A.	More information; Concur.

Source: California Postsecondary Education Commission staff files.

4 *Review of Existing Academic Programs*

ONCE an academic program has been established, colleges and universities employ the third arm of academic program evaluation -- program review -- as they examine existing programs on a regular basis to determine their continuing viability and vitality. Over 80 percent of all colleges and universities in the country conduct regular evaluations of their courses and programs to assess their quality, relevance, and cost effectiveness (Barak and Breier, 1990).

Because such evaluations may lead to change, they can be fraught with tension. Yet if the review process is viewed as both a collegial and an administrative function, it has the potential to unite and strengthen the program, the department, and the institution as a whole, as well as play an important role in long-range strategic planning. According to the committee that prepared new guidelines for program review at the California Polytechnic State University, San Luis Obispo, a review should be not only a retrospective evaluation of a program but a step toward its future development.

Review processes in the segments

All campuses in the University of California and the California State University have established a five-to-seven year schedule for the review of existing programs. The State University Trustees' action in 1971 requiring this periodic review of academic programs and calling upon each campus to develop its own review policies and procedures was, in fact, among the first of its kind in the country. Since that time, summaries of campus program reviews have been provided annually to the Board; these summaries also serve as the Commission's data source for this report. In the University of California, staff from the Office of the President annually prepare and send to the Commission a report on the review of existing academic programs and research units. Both documents include the major findings and recommendations from each review; the University report also recounts what actions have been taken by the campuses to follow-up on recommendations made in previous years' reviews. These added sections maintain a sense of continuity and ensure that continuing attention is paid to the concerns raised in the past. The State University might consider incorporating this approach in its reports as well. Appendix G is a list of programs, areas, and organized research units reviewed in the University and the State University during 1988-89.

The California State University

Program review in the State University generally begins with a departmental self-study, treating specific topics and questions and sometimes including surveys of students, faculty, and alumni. When completed, the self-study may be submitted to the Dean of the appropriate school, the Academic Vice President, and the Academic Senate. An external team or individual reviewer may also be invited to campus to review the self-study; interview students, faculty, and administrators; and report on program strengths and weaknesses. This review process is similar to that undertaken by campuses of the University of California where reviews are conducted by internal faculty committees and external review panels chosen from academia and sometimes industry.

Because each campus in the four-year systems develops its own criteria and procedures, there is no single model for program review. Campuses are required only to establish a formal schedule of review and report the results. The Bakersfield campus of the State University, for example, does not use external reviewers. The Dominguez Hills and Hayward campuses employ a two-year process, while Fresno schedules each master's program for review every five years. At Fullerton, each program under review prepares a self-study and a five-year plan. At Hayward, a faculty committee examined the review process itself during 1988-89; its recommendations are being considered this year; and any adopted changes will be effective next year. The San Luis Obispo campus developed a new set of guidelines for

the review of existing programs that were used for the first time in 1988-89. The guidelines require that plans for the future of each program be stated and that the chief administrator of each program meet with the Academic Vice President to discuss the findings of the review. CSU Los Angeles brings two external reviewers to the campus -- one from the State University and one from outside the system, after the department prepares a self-study. The department also lays out the steps it will take to respond to the recommendations and reports its progress after three years. Northridge selects academic support areas to review each year. All programs in a School are reviewed in the same year at San Francisco State.

The campus accounts display a variety of approaches to the review process, some clearly more thorough and objective than others. Nonetheless, the reviews by and large reflect the strengths and weaknesses of a given subject.

University of California

In the University of California, program reviews occur for a number of reasons. Most take place because they are regularly scheduled reviews, while some are mandated by policies and procedures concerning organized research units, involve experimental programs, are done for accreditation purposes, prompted by low enrollments, initiated by the Dean, respond to specific criticisms of the program, or occur because of the requirement that each newly approved graduate academic program be reviewed within four years of the date of first enrollments. Whatever the reason or procedures followed, the summary reports reveal the richness and diversity of the academic enterprise and the seriousness with which the campuses take their responsibility to determine curricular quality and effectiveness.

Only occasionally do program reviews result in programs being discontinued. In 1988-89, three programs were discontinued in the University of California -- Major in Pest Management-B.S. (Berkeley), Plant Growth Laboratory (Davis), and the Master of Social Psychiatry Program (Los Angeles) -- while only the M.A. in Mexican American Studies at San Jose State was discontinued in the California State University.

Number of reviews in the two universities

The 180 program reviews done by the campuses of the California State University in 1988-89 -- an increase of 29 over the preceding year -- ranged from two on one campus to 14 on three large urban ones. With the average being nine reviews per campus, eight campuses fell below that number -- a not insignificant point, as even nine reviews a year is barely adequate to cover the curriculum every five to seven years. In addition, only nine campuses completed all the reviews they had scheduled for the year, postponing, rescheduling, deferring, or discontinuing the others.

A similar pattern holds true for the University of California, where some colleges on some campuses defer more reviews than they undertake. One campus finished 11 reviews but rescheduled 20 others, 16 of them reviews of undergraduate programs. In last year's report, this same campus was noted for doing only one undergraduate program review.

The systemwide offices of each segment could perhaps assist their campuses to strengthen the process of program review by completing two projects that have been long begun though not completed because of more pressing priorities. The State University has been conducting a systemwide evaluation of program review procedures which would lead to the publication of a program review handbook outlining the suggested components of each review, listing reporting requirements, and identifying procedures on various campuses that have proved effective. The University's *Handbook for the Coordinating Committee on Graduate Affairs* needs revision, along with a program review handbook originally issued by the Office of the President ten years ago. This elemental step may encourage increased effectiveness and consistency of a process that while depending to a great extent on campus initiative and concern can also benefit from guidance and direction from a central source, and the Commission strongly supports such an effort.

California Community Colleges

As noted in last year's Commission report, while many community colleges may have program review procedures in place, no record of their nature and extent has been shared with the Commission. In March 1984, the Board of Governors adopted Ti-

tle 5, Section 51022 which requires that each district "develop, file with the Chancellor, and carry out its policies for the establishment, modification, or discontinuance of courses or programs."

Districts were to comply with this new standard by reporting on their existing review procedures as well as on any new policies by July 1, 1984. Forty-one of the then-70 districts replied primarily about approval procedures. Of the few who did include details of program review, the most common element mentioned was analysis of enrollment figures and comparison of student/faculty ratios in individual programs to the college or statewide average ratios. More complete program review methodologies including considerations of college mission, vocational needs, student satisfaction, curriculum sequencing, and the like, were occasionally submitted.

In June 1985 and May 1986, the colleges again were surveyed on local review practices (Appendices H and I reproduce these survey forms). Fifty-one of the 106 colleges responded in 1986. Although the responses were never tabulated or analyzed, it is unlikely that the data collected would have provided much insight into the quality of the review or how effectively they were implemented.

Since 1987, the Chancellor's Office has been working to incorporate reporting on program review activities into the Management Information System. When that system is operational, the Chancellor's Office will be able to provide comprehensive information to the Commission about the nature and extent of program review in the community colleges. In the interim, the Commission asks that the Chancellor's Office survey a sample of colleges about their program review policies and procedures, including the findings and recommendations resulting from their reviews and follow-up to them, and provide that information to the Commission for next year's report.

5 *Recommendations*

IN THE INTEREST of strengthening academic program evaluation throughout the State, the Commission offers the following 13 recommendations:

Academic program planning

1. **The Chancellor's Office of the California Community Colleges should continue its work toward instituting a system of academic program planning, similar but not necessarily identical to that employed by the University of California and the California State University. The Commission will expect a list of projected programs at a sample of colleges, together with a brief descriptive statement for each program and proposed date of implementation, for this report in 1991, and a list of projected programs and dates for their implementation from all colleges for the 1992 report.**

2. **The Commission, with the advice of the Intersegmental Program Review Council, should develop a statewide intersegmental planning framework (as defined on pages 12-13) for the development and implementation of new programs in those disciplinary areas with a number of existing and proposed programs, including the fine and performing arts, computer science, engineering, and the like. If possible, the use of segmental and intersegmental reviews should be used in the development of this framework. Once the frameworks are in place, Commission staff will forego review of individual proposals in those areas, except for joint doctorates and doctoral degree programs. Rather, segments will report annually on how program planning in each disciplinary area is consistent with the intersegmental agreement.**

Academic program approval

3. **The segments should advise the Commission on at least a quarterly basis concerning the status of all new program proposals.**

4. **For purposes of comparable data, the Office of the President should send to the Commission "information only" copies or one- to two-page summaries of those proposals for new programs that are not to be formally reviewed, including baccalaureate degree programs.**

5. **Proposals submitted by the segments should contain sufficient documentation, prepared either by the campus or the systemwide office, to allow Commission staff to evaluate the proposal according to student demand, societal needs, appropriateness to institutional and segmental mission, the number of existing and proposed programs in the field, total costs of the program, the maintenance and improvement of quality, and the advancement of knowledge.**

6. **Each segment should develop procedures to monitor for the first three to four years that small number of programs with which the Commission has concurred with some reluctance.**

Academic program review

7. **The Office of the President and the State University Chancellor's Office should ensure that campuses are able to review the entirety of their curriculum every five-to-seven years.**

8. **The Office of the President and the State University Chancellor's Office should give high priority to revising or completing their**

guidelines on program review within the coming year.

9. The Chancellor's Office of the California Community Colleges shall survey a sample of colleges about their program review policies and procedures and submit those data to the Commission for the 1991 report. Comprehensive information about program review in all the community colleges shall be expected thereafter.

10. Segmental offices should undertake as many systemwide reviews of programs in selected fields as internal resources allow; the process, findings, and recommendations of these reviews should be discussed in a timely manner with the Intersegmental Program Review Council in the interest of long-range planning.

11. The Intersegmental Program Review Council shall consider during 1990-91 the establishment of an intersegmental review of one of those areas, such as the fine and performing arts, in which there is a significant number of projected and existing programs, in order to develop a planning framework as called for in Recommendation 2 above.

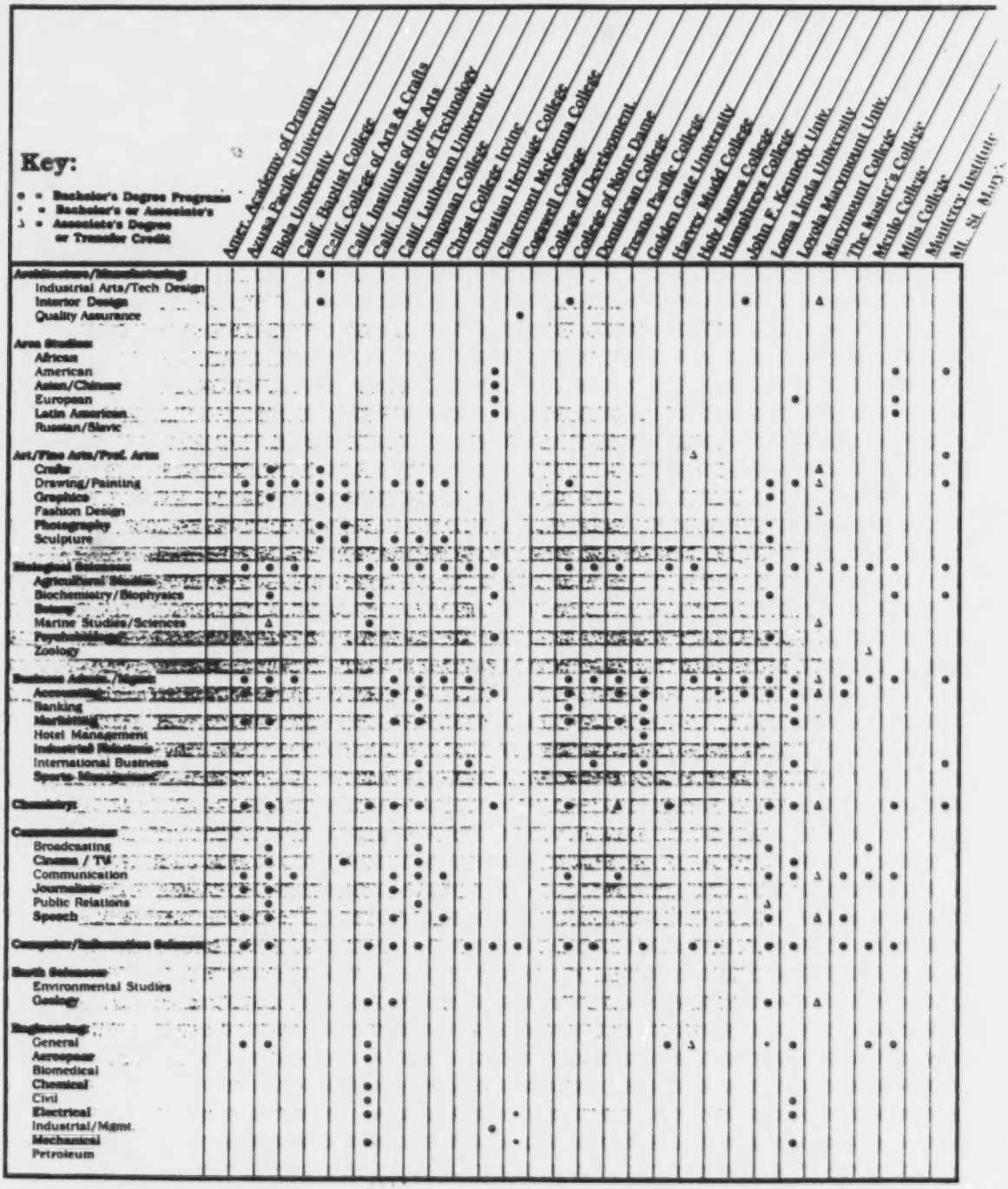
General

12. In the 1991 report, Commission staff shall report on academic program planning and review in a selected sample of independent colleges and universities.

13. In the 1991 report, Commission staff shall report on the progress made by the segments on these recommendations.

Appendix A

Undergraduate Degree Programs in California's Regionally Accredited Independent Institutions



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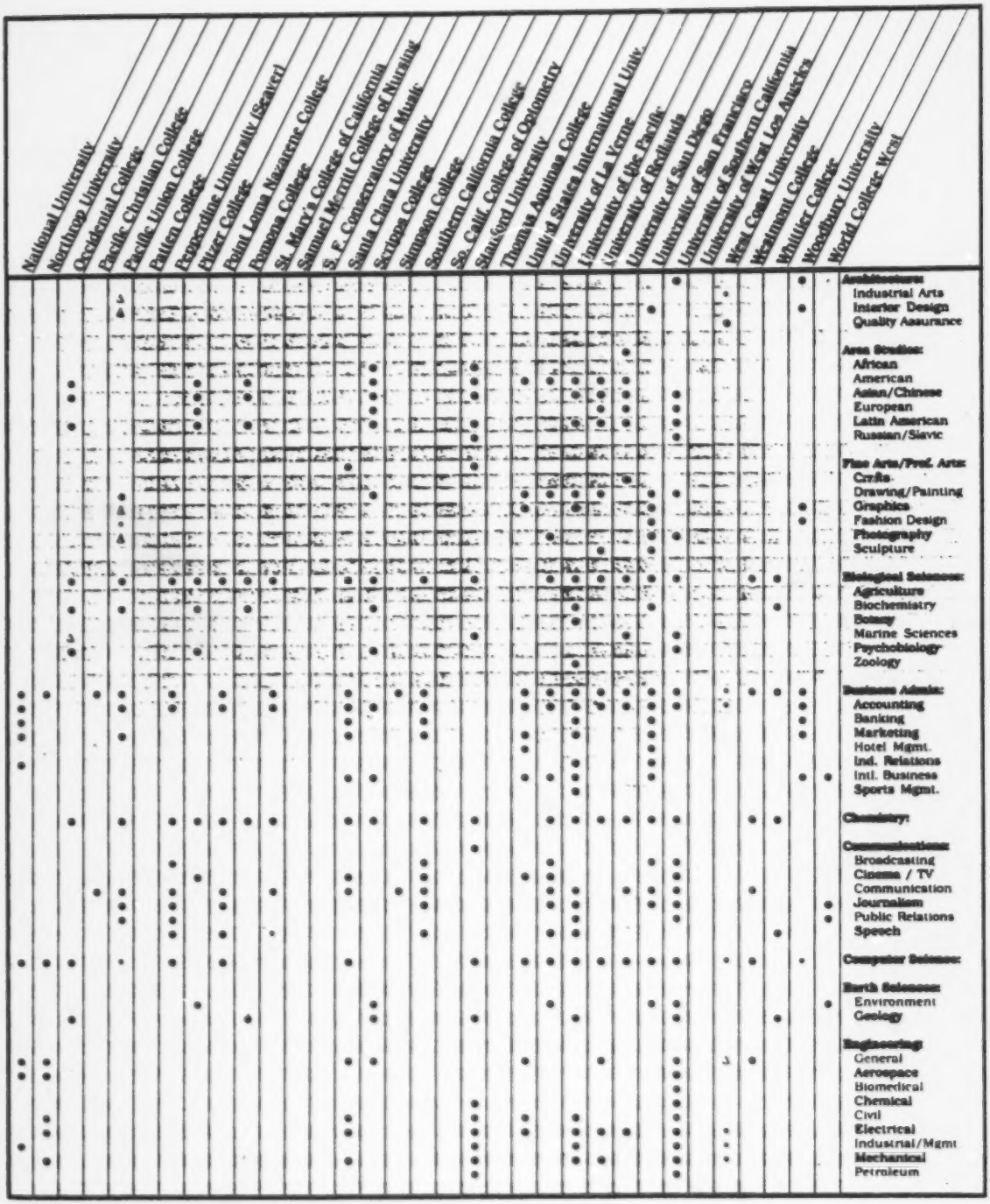

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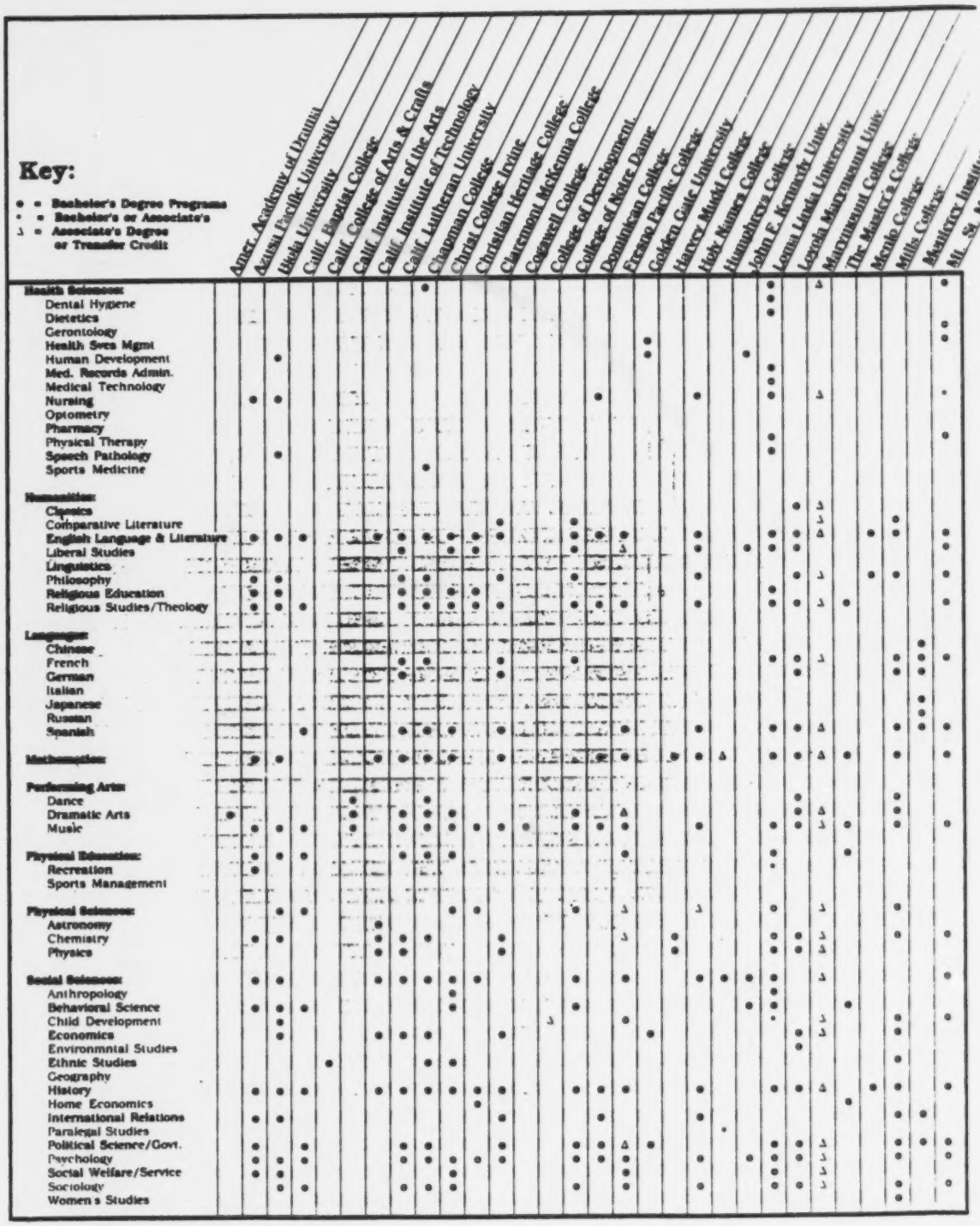

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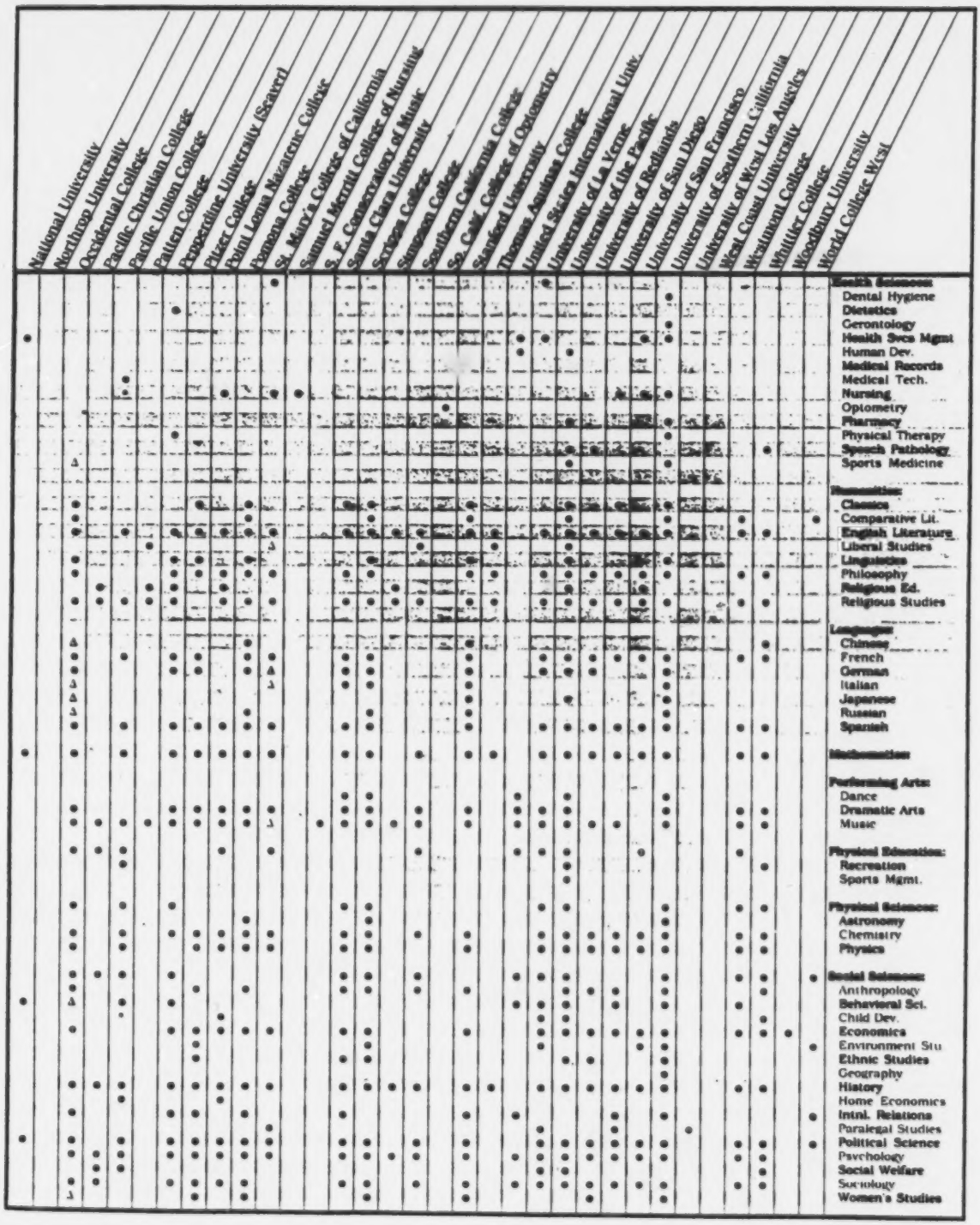

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Appendix B

University of California Campus Review Processes for Developing Annual Five-Year Projections of New Programs

The University of California Office of the President submits to the California Postsecondary Education Commission (CPEC) an annual report on new programs that the campuses are planning for the upcoming five years. In his June 6, 1989 letter to the Academic Vice Chancellors, Associate Vice President Calvin Moore asked the campuses for descriptions of their review processes for developing the annual five-year lists of projected new programs. The campus responses are summarized below.

BERKELEY: The annual five-year list is a preview of possible changes in the academic program that may occur in fulfillment of the campus academic plan. The Budget and Planning section in the Office of the Chancellor drafts the five-year list, based on information collected by the offices of the Provosts, Deans of Research, the College of Letters and Sciences, the Professional Schools and Colleges, and the Graduate Division. Prior to final approval by the campus administration, the draft list is reviewed by the Provosts, the Deans, and the Vice Chancellor to ascertain whether it is consistent with the mission of the Berkeley campus. After approval by the campus administration, the Vice Chancellor submits the list for review by the Graduate Council and the Committee on Educational Policy on behalf of the Divisional Academic Senate. Following endorsement of the list by the Senate, the campus long-range plans are updated and the list forwarded to the Office of the President.

DAVIS: Preliminary proposals for new graduate degree programs or Organized Research Units are prepared by the departments/units in consultation with interested faculty and the appropriate deans. The Dean of Graduate Studies and Research reviews these proposals for consistency with the campus academic plan. The proposals are then forwarded to the Graduate Council for information and to the Office of the Vice Chancellor--Academic Affairs for review and inclusion in the five-year list submitted to the Office of the President. The process for new undergraduate programs is similar to that for graduate programs. However, proposals for undergraduate programs are routed directly to the Office of the Vice Chancellor--Academic Affairs.

IRVINE: The Academic Senate Committee on Planning and Budget annually reviews the report of new programs projected for the upcoming five years. Academic planning is closely tied to the process for considering and reviewing new academic programs. As proposals are developed, they are reviewed in increasing detail by increasingly broader campus groups, including the Academic Planning Council and by appropriate divisional Senate committees.

LOS ANGELES: Upon receipt of the annual request from the Office of the President, The Chancellor's office makes requests of each dean, the Graduate Council, and the Vice Chancellor for updated lists of projected programs and Organized Research Units. They are expected to contact each department or unit to obtain a list and one-page summaries of any new programs or ORUs being planned. This information is then compiled and submitted to the Office of the President.

RIVERSIDE: In the past, the campus administration has consulted with the deans in preparing the five-year lists of projected programs. The lists and summaries have then been reviewed by the Divisional Senate prior to submission to the Office of the President. The campus is planning to modify this approach now that it is engaged in a new academic planning process. It expects to prepare the summary statements from the five-year plans of the schools and colleges and from the General Academic Plan. The summary would then be submitted to the Divisional Academic Senate for review.

SAN DIEGO: At UCSD the Office of the Associate Vice Chancellor first asks all the divisional and professional school deans to update the previous year's list to explain which proposed programs would, if approved, begin to accept students within the upcoming five years. While the planning of most such programs has not progressed far enough to reach the notice of the Senate, the list compiled from the decanal responses is forwarded to the appropriate Senate committees for their advice. The principal reasons for consulting the Senate concerning the list are to ensure that the proposed programs are consistent with the academic plan of the campus and to obtain timely advice about the proposed programs. After consultation with the Senate, the Associate Vice Chancellor forwards the list to the Office of the President.

SAN FRANCISCO: After receiving the annual request from the Office of the President, the campus administration compiles a list of proposed programs/research units by a simple inquiry to each school. Each school has its own procedures for reviewing proposals prior to forwarding them to the campus administration for campus review. Such review generally includes informal consultation with the campus administration and the Divisional Senate as appropriate. In addition, the campus Academic Planning Board, which includes Senate representation, conducts annual program reviews of each of the four schools and the Graduate Division. These reviews include examination of any new degree programs, certificate programs, or organized research units to be proposed by any of the schools or the Graduate Division.

SANTA BARBARA: The annual five-year lists are developed by the Academic Vice Chancellor in consultation with college deans and provosts, the Associate Vice Chancellors for Research Development and Academic Programs, and the Senate Committee for Educational Policy and Academic Planning. These agencies have direct responsibility for the implementation of the campus academic plan and work on a day-to-day basis with the campus academic departments and research units. The final list is then discussed with the Academic Affairs Advisory Council, the Senior Administrative Officers, and the Chancellor before submission to the Office of the President.

SANTA CRUZ: The five-year list represents a forecast of future needs based on a compromise between the interests of the faculty and campus, and projected available resources. The request for new proposed programs is incorporated in the campus annual academic planning process. Thus, as divisions evaluate their future faculty resource requirements and formulate their requests, they evaluate their future requests in conjunction with the needs of existing programs. In the divisions, proposals for inclusion in the five-year list are first submitted by the boards of study to a divisional committee composed of faculty board chairs. Their recommendations are then compiled into a five-year list and forwarded to the Academic Vice Chancellor. After the lists of programs have been reconciled with the updated five-year academic plan, a comprehensive list is sent to the Committee on Planning and Budget, the Graduate Council, and the Committee on Research for their review and comment.

Appendix C

University of California Proposed New Organized Research Units and Multi-Campus Research Units, March 1, 1990

Davis

Center on Administration of Criminal Justice	ORU
Humanities Institute	ORU
Institute of Transportation Studies	ORU affiliate of MRU
International Nutrition Center	ORU
Nuclear Magnetic Resonance Spectroscopy Institute	ORU
Plasma Physics Research Institute	ORU
Polymeric Ultrathin Film Systems (PUFS)	ORU

Irvine

Center for Brain Aging Research	ORU
Center for Toxic Hazards Research	ORU
Institute for Combustion and Propulsion Science (corrected from Mathematical Behavioral Science)	ORU
Institute for Mathematical Behavioral Sciences (corrected from Mathematical Behavioral Science)	ORU
Machine Vision Research Center (formerly Image Engineering)	ORU
Mexico/Chicano Area Studies Program	ORU
Substance Abuse Research Center	ORU
Virology Research Institute	ORU
Women and the Image Research Center (formerly Gender and Women's Studies)	ORU

Riverside

Center for Crime and Justice Studies	ORU
Cognitive Science	ORU
Ethnic Studies	ORU
Institute of Family Studies	ORU
Intercampus Faculty Researchers in Dance History	MRU
Preservation Technology	ORU
UC Mexus	MRU
Urban Research Center	ORU

San Diego

American Political Institutions	ORU

Santa Barbara

Interdisciplinary Humanities Center	ORU

Santa Cruz

Bilingual Research Group (name change from LEAD: Language, Education and Diversity)	ORU
Center for Cultural Studies	ORU
Dickens	MRU

Appendix D — Projected Programs

Note: The following list identifies alphabetically by general field of study and by campus all projected programs and their proposed initiation dates in the University of California and the California State University. Asterisks indicate those programs or degrees listed in this report for the first time. The proposed programs and research units are in various stages of development, and the University specifies the status of each as (1) early planning stage, (2) undergoing campus review, or (3) campus review completed and undergoing University-wide Academic Senate and Office of the President review.

Agriculture and Natural Resources

Fisheries Management	M.S.	UC Davis	Five years (1)
Environmental Toxicology	M.S./Ph.D.	UC Santa Cruz	1990-91 (2)
Agricultural Engineering Technology	B.S.	CSU Fresno	1990
Landscape Irrigation Science	B.S.	CSU Pomona	1990
Land Management / Planning	M.A.	CSU San Bernardino	1991

Architecture

Facility Planning & Management	M.F.P.M.	UC Irvine	1991-92 (1)
Architecture	B.A.*/M.A./Ph.D.*	UC San Diego	1991 (1)
Interior Architecture	MIA	CSU Pomona	1990
Environmental Design	M.S.	CSU San Luis Obispo	1990

Biological Sciences

Parasitology*	M.S./Ph.D.	UC Davis	Upon approval (2)
Population and Evolutionary Biology	Ph.D.	UC Davis	1991 (1)
Human Genetic Disease	Ph.D.	UC Irvine	1992-93 (1)
Cell, Molecular, & Developmental Biology*	B.S.	UC Los Angeles	1991 (1)
Genetics	M.S.	UC Riverside	1992 (2)
Evolution & Paleobiology*	M.S./Ph.D.	UC Santa Barbara	1990 (1)
Cranio Facial Biology*	Ph.D.	CSU Northridge/USC	1991
Biotechnology	B.S.	CSU Pomona	1990
Biology*	B.S.	CSU San Marcos	1990
Biology*	B.S.	Sonoma State	1992

Business and Management

Management*	Ph.D.	UC Riverside	1991 (2)
Management Information Systems	M.S.	CSU Bakersfield	1991
Human Resource Development	M.A.	CSU Chico	1990
Computer Information Systems	B.S.	CSU Chico	1991
Accountancy	M.S.	CSU Long Beach	1991
Taxation	M.S.	CSU Long Beach	1991
Computer Information Systems	M.S.	CSU Los Angeles	1991
Accountancy	M.S.	CSU San Bernardino	1992
Accountancy	M.S.	San Francisco State	1994

Taxation*	M.S.	San Francisco State	1991	
Business Administration*	B.S.	CSU San Marcos	1990	

Communications

Communication Studies	Ph.D.	UC Santa Barbara	1990	(3)
Instructional Technology*	B.S.	CSU Chico	1991	
Telecommunications	B.S.	CSU Dominguez Hills	1991	
Graphic Communication	B.S.	CSU Los Angeles	1991	
Communication	M.A.	CSU San Bernardino	1993	
Technical and Professional Writing	B.A.	San Francisco State	1990	

Computer Science

Computer Science*	B.S.	UC Los Angeles	1990	(2)
Computer Science	Ph.D.	UC Riverside	1990	(2)
Computer Science	M.S.	CSU Bakersfield	1994	
Computer Science	M.S.	CSU Dominguez Hills	1992	
Computer Science	M.S.	CSU Fresno	1990	
Computer Engineering	B.S.	CSU Fullerton	1991	
Computer Science	M.S.	CSU Los Angeles	1990	
Computer Science	M.S.	CSU Stanislaus	1992	

Education

Education	Ph.D.	UC Davis	1990	(1)
Educational Administration	Ed.D.	UC Irvine	1990-91	(2)
Education*[1]	Ed.D.	UC San Diego/SDSU	1991	(1)
Science and Math Education[1]	Ph.D.*	UC San Diego/SDSU	1991	(2)
Education*	Ph.D.	UC Santa Cruz	1993-94	(1)
Educational Leadership	Ed.D.	UC Systemwide/CSU Fresno	1991	
Educational Administration	M.A.	CSU Bakersfield	1991	
Child Development	B.A.	Humboldt State University	1990	
Tching English to Speakers of Other Langs.	M.A.	CSU Los Angeles	1990	
Educational Administration	Ed.D.	CSU Sacramento/UOP	1991	
Physical Education	M.S.	CSU San Bernardino	1992	
Science Education*	M.A.T.	CSU San Bernardino	1991	

Engineering

Engineering	B.S./M.S./Ph.D.	UC Riverside	1994-95	(1)
Ocean Engineering	B.S.	UC San Diego	1991	(1)
Ocean Engineering	M.S.	UC San Diego	1994	(1)
Electronic Engineering	B.S.	UC Santa Cruz	1991-92	(1)
Construction Management	B.S.	CSU Fresno	1990	
Surveying Engineering*	M.S.	CSU Fresno	1991	
Civil Engineering	B.S./M.S.	CSU Fullerton	1991	
Electrical Engineering	B.S./M.S	CSU Fullerton	1991	
Mechanical Engineering	B.S./M.S.	CSU Fullerton	1991	
Civil Engineering	B.S.	Humboldt State University	1990	
Engineering Technology	B.S.	CSU Long Beach	1990	

1. Appears on the list submitted by the University of California but not on that submitted by the California State University.

Electrical Engineering*	M.S.	CSU Pomona	1991
Electronic Engineering Technology*	B.S.	CSU San Luis Obispo	1990
Structural Engineering	M.S.	CSU San Luis Obispo	1990

Fine and Performing Arts

Textile Arts and Costume Design	M.F.A.	UC Davis	Five years (1)
Art History	M.A./Ph.D.*	UC Irvine	1991-92 (1)
Dance*	Ph.D.	UC Irvine	1992-93 (1)
Drama Theory and Criticism	Ph.D.	UC Irvine	1992-93 (1)
Film and Media Studies*	M.A./Ph.D.	UC Irvine	1993-94 (1)
Arts	B.F.A.	UC Los Angeles	1990 (1)
Dance	Ph.D.	UC Los Angeles	1989-90 (2)
Ethnomusicology	B.A.	UC Los Angeles	1989 (2)
Music Theater	B.A.	UC Los Angeles	1990 (1)
Musical Arts (Instrumental, Vocal, and Conducting Performance)	M.M./D.M.A.	UC Los Angeles	1990 (2)
Musicology	B.A.	UC Los Angeles	1990-91 (2)
Art History*	Ph.D.	UC Riverside	1991-92 (1)
Dance History	Ph.D.(Intercampus)	UC Riverside	1992 (2)
Art History/Criticism (Visual Arts)	M.A./Ph.D.	UC San Diego	1992 (1)
Theatre	Ph.D.	UC San Diego	1992 (3)
Dance	M.F.A.	UC Santa Barbara	1991 (1)
Film/Video*	B.A.	UC Santa Cruz	1992-93 (1)
Theatre Arts	M.F.A.	UC Santa Cruz	1991-92 (1)
Visual Arts*	M.F.A.	UC Santa Cruz	1992-93 (1)
Music	B.A.	CSU Bakersfield	1992
Theatre Arts	B.A.	CSU Bakersfield	1994
Art	B.F.A.	CSU Dominguez Hills	1992
Theatre Arts	M.F.A.	CSU Fresno	1991
Dance	B.A.	CSU Fullerton	1990
Dance	M.F.A.	CSU Long Beach	1991
Music	M.M.	CSU Los Angeles	1991
Art	BFA/M.F.A*	CSU Northridge	1992
Art	B.F.A.	CSU Sacramento	1990
Art	M.A.	CSU San Bernardino	1991
Art	B.F.A.	San Diego State University	1991
Cinema*	M.F.A.	San Francisco State University	1991
Music	B.A.	CSU San Luis Obispo	1990
Art	B.F.A.	Sonoma State University	1990
Art	B.F.A.	CSU Stanislaus	1990

Foreign Languages

Chinese and Japanese*	A.B.	UC Davis	1990 (2)
French*	Ph.D.	UC Riverside	1990-91 (2)
Japanese	B.A.	CSU Fullerton	1990
Chinese*	B.A.	San Jose State University	1990
Japanese*	B.A.	San Jose State University	1990

Health

Environmental Health and Public Policy	Ph.D.	UC Irvine	1992-93 (1)
Communicative Disorders	Ph.D.	UC San Diego/SDSU	1991

Health Care Management	M.S.	CSU Dominguez Hills	1990
Physical Therapy	M.P.T.	CSU Fresno	1992
Public Health*	M.P.H.	CSU Fresno	1992
Health Science	B.S.	CSU Fullerton	1990
Nursing	M.S.	CSU Fullerton	1992
Gerontology*	M.S.	CSU Long Beach	1991
Health Care Administration	M.S.	CSU Long Beach	1990
Physical Therapy	M.P.T.	CSU Long Beach	1991
Art Therapy	M.A.	CSU Los Angeles	1990
Nursing	B.S.	CSU Northridge	1990
Physical Therapy	M.P.T.	CSU Northridge	1992
Gerontology	B.A.	CSU Sacramento	1990
Speech Pathology and Audiology	B.S.	CSU San Bernardino	1992
Physical Therapy	M.S.	San Diego State University	1991
Gerontology	M.S.	CSU Stanislaus	1991

Home Economics

Interior Design	B.A.	CSU Fresno	1990

Interdisciplinary

Cognitive Science	A.B./M.A.*/Ph.D.*	UC Berkeley	Five yea rs	(2)
German Area Studies*	A.B.	UC Berkeley	1990	(2)
Native American Studies*	A.B.	UC Davis	1990	(2)
Critical Theory*	Ph.D.	UC Irvine	1991-92	(2)
East Asian Languages and Literatures	M.A.*/Ph.D.	UC Irvine	1991-92	(1)
East Asian Studies*	B.A.	UC Irvine	1991-92	(1)
East Asian Studies*	M.A./Ph.D.	UC Irvine	1992-93	(1)
History and Philosophy of Science*	Ph.D.	UC Irvine	1992-93	(1)
Human Development	Ph.D.	UC Irvine	1992	(1)
Bio-Geosphere Dynamics*	M.S./Ph.D.	UC Los Angeles	1991-92	(2)
Cognitive Science*	A.B.	UC Riverside	1994-95	(1)
East Asian Languages and Culture*	B.A.	UC Riverside	1991-92	(1)
History and Philosophy of Science*	B.A./M.A./Ph.D.	UC Riverside	1990-91	(1)
Neuroscience*	Ph.D.	UC Riverside	ASAP	(2)
Religions*	Ph.D.	UC Riverside	1994	(1)
Women's Studies*	B.A.	UC Riverside	1990-91	(1)
Japanese Studies	B.A.	UC San Diego	1992	(1)
Religious Studies	B.A.	UC San Diego	1990	(2)
Environmental Sci. and Management*	Ph.D./M.E.S.M.	UC Santa Barbara	1992-93	(2)
Applied Studies	B.S.	CSU Dominguez Hills	1991	
Liberal Studies	M.A.	CSU Long Beach	1991	
Asian Studies	B.A./M.A.	CSU Los Angeles	1992	
Aviation	B.S.	CSU Los Angeles	1990	
Liberal Arts	M.A.	CSU Sacramento	1990	
Women Studies	M.A.	San Francisco State University	1991	
Liberal Studies*	B.A.	CSU San Marcos	1990	
Cognitive Studies	B.A.	CSU Stanislaus	1991	

Letters

Linguistics*	Ph.D.	UC Riverside	1990-91	(1)
Classical Studies	M.A.	UC San Diego	1993	(1)

Creative Writing*	M.F.A.	UC Santa Cruz	1991-92	(1)
English*	M.A.	CSU San Bernardino	1991	
Creative Writing	M.F.A.	San Francisco State University	1991	
English*	B.A.	CSU San Marcos	1990	

Mathematics

Statistics and Applied Probability	Ph.D.	UC Santa Barbara	1990	(3)
Applied Mathematics	M.S./Ph.D.	UC Santa Cruz	1990-91	(1)
Mathematics*	B.A.	CSU San Marcos	1990	

Physical Sciences

Geosciences	M.S./Ph.D.	UC Irvine	1991-92	(2)
Earth Sciences	B.A.	UC Los Angeles	1989	(1)
Global Geosciences	B.S.	UC San Diego	1994	(1)
Marine Sciences	Ph.D.	UC Santa Cruz	1991-92	(1)
Geography	Ph.D.	UC Santa Barbara/SDSU	1990	(2)
Geology	B.S.	CSU San Bernardino	1990	
Physical Science	B.S.	CSU San Bernardino	1991	
Chemistry*	M.A.	San Jose State University	1990	

Psychology

Health Psychology	Ph.D.	UC Irvine	1992-93	(2)
Child Clinical (Psychology Dept)*	Ph.D.	UC Riverside	1991-92	(1)
Psychology*	B.A.	CSU San Marcos	1990	

Public Affairs and Services

City Planning*	A.B.	UC Berkeley	1990	(1)
Criminology, Law and Society	Ph.D.	UC Irvine	1992-93	(1)
Urban and Regional Planning	M.U.R.P.	UC Irvine	1991-92	(3)
Recreation Administration	B.A.	Humboldt State University	1990	
Sport Management	B.A.	CSU Los Angeles	1990	
Social Work*	M.S.W.	CSU Stanislaus	1991	

Social Sciences

Anthropology	Ph.D.	UC Irvine	1991-92	(1)
Sociology	Ph.D.	UC Irvine	1991-92	(1)
Social Statistics*	M.A.	UC Los Angeles	1991-92	(1)
International Studies*	B.A./Ph.D.	UC Riverside	1990-91	(1)
Social Documentation	M.A.	UC Santa Cruz	1991-92	(1)
International Studies*	B.A.	CSU Long Beach	1991	
Social Science	M.A.	CSU San Bernardino	1990	
History*	B.A.	CSU San Marcos	1990	
Social Science*	B.A.	CSU San Marcos	1990	
Sociology*	B.A.	CSU San Marcos	1990	

* Listed as projected program for first time.

Appendix E

Organized Research Units and Multicampus Research Units in the University of California

(This list gives Universitywide units on each campus first, followed by campus ORUs arranged by the academic units through whose Deans they report. The Date in parentheses shows the year in which the unit's establishment was approved by The Regents.)

UNIVERSITYWIDE ADMINISTRATION (MRUs)

- Agricultural Experiment Station (1874) (see also Berkeley, Davis, Riverside)
- Giannini Foundation (1928)* (see also Berkeley, Davis)
- Kearney Foundation of Soil Sciences (1951) (see also Davis)
- Water Resources Center (1957) (see also Riverside)
- Lawrence Berkeley Laboratory (1936) (see also Berkeley)
- Lawrence Livermore National Laboratory (1952)
  - Branch of the Institute of Geophysics and Planetary Physics (1982)
- Los Alamos National Scientific Laboratory (1943)
  - Branch of the Institute of Geophysics and Planetary Physics (1980)

BERKELEY (8)

Universitywide (MRUs)

- Agricultural Experiment Station (1874) (see also UA, D, R)
  - Forest Product Laboratory (1951)
  - Giannini Foundation (1928) (see also UA, Davis)
  - Wildland Resources Center (1958)
- Lawrence Berkeley Laboratory (1936)**
  - Accelerator and Fusion Research Division (1973)
  - Center for Advanced Materials (1983)
  - Applied Sciences Division (1983)
  - Biology and Medicine Division (1941)
  - Chemical Biodynamics Division (1973)
  - Computing Division (1983)
  - Earth Sciences Division (1977)
  - Engineering Division (1984)
  - Materials and Molecular Research Division (1973)
  - Nuclear Science Division (1973)
  - Physics Division (1973)
- Institute of Transportation Studies (1974) (see also I)

Campuswide - Graduate Division (ORUs)

- Institute of Business and Economic Research (1941)
  - Center for Real Estate and Urban Economics (1962)
- Center for Middle Eastern Studies (1969)
- Center for Studies in Higher Education (1956)
- Institute of Human Development (1927)
- Institute of Industrial Relations (1945)
- Institute of East Asian Studies (1978)
  - Center for Chinese Studies (1957)
  - Center for Japanese Studies (1958)***
  - Center for Korean Studies (1964)***
- Institute of International Studies (1955)
  - Center for Latin American Studies (1958)
  - Center for Slavic and East European Studies (1957)
  - Center for South and Southeast Asia Studies (1957)
- Institute for the Study of Social Change (1969)
- Space Sciences Laboratory (1960)
- Survey Research Center (1958)
- Institute of Urban and Regional Development (1962)

Vice Chancellor for Undergraduate Affairs

- Lawrence Hall of Science (1958)

Business Administration

- Center for Research in Management (1961)

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Engineering

Earthquake Engineering Research Center (1967)
Electronics Research Laboratory (1967)
Engineering Systems Research Center (1961)
Sanitary Engineering and Environmental Health Research Laboratory (1949)

Environmental Design

Center for Environmental Design Research (1962)

Law

Earl Warren Legal Institute (1966)
Center for Study of Law and Society (1961)

Letters and Science

Archaeological Research Facility (1961)
Field Station for Behavioral Research (1966)
Cancer Research Laboratory (1950)
Institute of Governmental Studies (1921)
Institute of Cognitive Studies (1961)
Lowie Museum of Anthropology (1901)
Institute of Personality Assessment and Research (1949)
Center for Pure and Applied Mathematics (1966)
Laboratory of Radio Astronomy (1958)
Seismographic Stations (1887)
Museum of Vertebrate Zoology (1908)
Virus Laboratory (1948)
Theoretical Astrophysics Center (1984)

Public Health

Naval Biosciences Laboratory (1950)

DAVIS (D)

Universitywide (MRUs)

Agricultural Experiment Station (1909) (see also UA, B, R)
Giannini Foundation (1928) (see also UA, B)
Intercampus Institute for Research at Partical Accelerators (1977)
(see also SD, SB)
Kearney Foundation of Soil Science (1951) (see also UA)
Institute of Marine Resources (1954) (see also SD)
Marine Food Science Group
Kearney Foundation of Soil Science (transferred from Riverside Campus, effective 7/1/85)

Campuswide (ORUs)

Agricultural and Environmental Sciences

Institute of Ecology (1968)
Center for Consumer Research (1976)
Bodega Marine Laboratory (1983)
Center for Image Processing and Interactive Computing Research (1988)

Law

Center for Administration of Criminal Justice (1967)

Letters and Science

Agricultural History Center (1965)
Crocker Nuclear Laboratory (1965)
Institute of Governmental Affairs (1962)
Center for Geotechnical Centrifuge Modeling (1983)
Institute of Theoretical Dynamics (1985)
Center for Image Processing and Interactive Computing Research (1988)

Veterinary Medicine

California Primate Research Center (1962)
Institute for Environmental Health Research (1965)

IRVINE (I)

Universitywide (MRUs)

Institute of Transportation Studies (1974) (see also B)

Campuswide - (Graduate Division) (ORUs)

Developmental Biology Center (1969)
Public Policy Research Organization (1966)
Cancer Research Institute (1980)
Center for the Neurobiology of Learning and Memory (1983)
Institute for Surface and Interface Science (1987)
Critical Theory Institute (1987)

LOS ANGELES (LA)

Universitywide (MRUs)

Institute of Geophysics and Planetary Physics (1946) (see also R, SD)
White Mountain Research Station (1950)

Campuswide (ORUs)

Institute of American Cultures (1972)
- Afro-American Studies Center (1961)
- American Indian Studies Center (1971)
- Asian-American Studies Center (1969)
- Chicano Studies Center (1969)

Institute of Industrial Relations (1945)
Laboratory of Biomedical and Environmental Sciences (1947)
Molecular Biology Institute (1963)
Plasma and Fusion Research Institute

Dentistry

Dental Research Institute (1966)

Campuswide (ORUs)

Letters and Science

Center for African Studies (1958)
Institute of Archaeology (1973)
Center for the Study of Comparative Folklore and Mythology (1960)
Center for Latin American Studies (1958)
Center for Medieval and Renaissance Studies (1962)
- Center for Near Eastern Studies (1957)
- Center for Russian and East European Studies (1958)

Institute for Social Science Research (1947)
Center for the Study of Women (1984)
Center for Seventeenth and Eighteenth Century Studies (1985)

Medicine

Brain Research Institute (1959)
- Jules Stein Eye Institute (1961)

Mental Retardation Research Center (1974)
Crump Institute for Medical Engineering (1976)

RIVERSIDE (R)

Universitywide (MRUs)

Citrus Research Center and Agricultural Experiment Station (1907) (see also UA, B, D)
Institute of Geophysics and Planetary Physics (1967) (see also LA, SD)
Statewide Air Pollution Research Center (1961)
Water Resources Center (1957) (see also UA)

Campuswide (ORUs)

Dry Lands Research Institute (1963)
Center for Social and Behavioral Science Research (1970)

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SAN DIEGO (SD)

Universitywide (MRUs)

California Space Institute (1980)
Institute of Geophysics and Planetary Physics (1946) (see also LA, R)
Institute of Marine Resources (1954) (see also D)
Center for Marine Affairs
Food Chain Research Group
California Sea Grant College Program
Marine Natural Products Group
Nearshore Research Group
Phytoplankton Resources Group
Intercampus Institute for Research at Particle Accelerators (1977) (see also D, SB)
Institute on Global Conflict and Cooperation (1985)

Campuswide (ORUs)

Center for Astrophsics and Space Sciences (1979)
Center for Molecular Genetics (1974)
Center for Energy and Combustion Research (1974)
Center for Human Information Processing (1967)
Center for Iberian and Latin American Studies (1975)
Institute for Nonlinear Science (1986)
Institute for Cognitive Science (1967)
Center for Research in Language (1980)
Center for Music Experiment (1973)
Institute for Pure and Applied Physical Sciences (1967)
Laboratory for Mathematics and Statistics (1982)
Center for United States-Mexican Studies (1983)
Center for Magnetic Recording Research (1989)

Scripps Institution of Oceanography (1912)

Center for Coastal Studies
Climate Research Division
Geological Research Division
Marine Biology Research Division
Marine Life Research Group
Marine Physical Laboratory
Marine Research Division
Physiological Oceanography Research Division
Physiological Research Laboratory

School of Medicine

Cancer Center (1979)
Institute for Research on Aging (1983)

SAN FRANCISCO (SF)

Campuswide (ORUs)

Francis I. Proctor Foundation for Research in Ophthalmology (1947)

Medicine

Cancer Research Institute (1948)
Cardiovascular Research Institute (1958)
Hooper Foundation (1913)
Hormone Research Laboratory (1950)
Institute for Health Policy Studies (1981)
Metabolic Unit for Research in Arthritis and Allied Diseases (1950)
Laboratory of Radiobiology and Environmetal Health (1949)
Reproductive Endocrinology Center (1977)

Nursing

Institute for Health and Aging (1985)

SANTA BARBARA

Universitywide (MRUs)

Intercampus Institute for Research at Particle Accelerators (1977) (see also D, SD)

Campuswide (ORUs)

Center for Chicano Studies (1969)
Community and Organization Research Institute (1967)
Computer Systems Laboratory (1972)
Neuroscience Research Institute (1964)
Institute for Crustal Studies (1987)
Institute for Interdisciplinary Application of Algebra and Combinatorics (1973)
Institute for Polymers and Organic Solids (1983)
Marine Science Institute (1969)
Quantum Institute (1969)
Social Process Research Institute (1975)

SANTA CRUZ (SC)

Universitywide (MRUs)

University of California Observatories (1888)

Campuswide (ORUs)

Center for Nonlinear Science (1987)
Institute for Marine Sciences (1976)
Institute for Particle Physics (1980)
Institute of Tectonics (1986)

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* Transferred to Universitywide Administration - 1975.
** Not a Berkeley ORU; listed here for reference only.
*** The Center for Japanese and Korean Studies was divided, effective July 1, 1979, into two separate centers.

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Appendix F

California Community Colleges Chancellor's Office Educational Program Report Form

CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES
1107 NINTH STREET
SACRAMENTO, CALIFORNIA 95814
(916) ~~468-8702~~ 322-4656

STATUS OF EDUCATIONAL PROGRAM IN THE EDUCATIONAL MASTER PLAN OF THE COLLEGE EDUCATIONAL PROGRAM PLANNED FOR IMPLEMENTATION

(Please complete one sheet for each projected program, old and new)

College:_____ Date:_____

District:_____ Submitted By:_____

1. TOP # and Title:_____

2. Type of Program: (please circle)

   T = Transfer G = General O = Occupational

3. Certificate Offered: ___Yes ___No If yes, number of units____

4. Associate Degree Offered: ___Yes ___No

5. Projected Operational Year:_____

6. Status Code: (please circle one or more)

   a. Under discussion by Citizen's Advisory Committee, with preliminary planning.
   b. Under consideration by college curriculum committee and planning to offer.
   c. Has been approved by the District Board.
   d. Require new or remodelled facilities.

7. Is projected program discussed in your district's Comprehensive Plan submitted to the Chancellor's Office? ___Yes ___No If "yes," cite page number___ and do not complete item 8. If "no," please complete item 8.

8. Summary of projected program: (please attach a one-page summary commenting on the projected program's place in the college's curriculum; i.e., describe special college goal or priority which would be met if the program were offered; or special faculty strength which led to the proposal; or unique employment or articulation possibilities for graduates which are anticipated.)

Appendix G

Review of Existing Programs, Areas, and Organized Research Units in the University of California and the California State University, 1988-89

University of California

Berkeley

Anthropology (A.B., M.A.,Ph.D.)	
Astronomy (A.B., M.A., Ph.D.)	in progress
Business and Economic Research, Institute of	
Business, UG Minor	
Civil Engineering (B.S.)	
Chemical Engineering (B.S.)	
Computer Science (B.S.)	
Dramatic Art(A.B., M.A., Ph.D.)	
Economics (A.B., M.A., Ph.D.)	in progress
Electrical Engineering (B.S.)	
Entomological Sciences (B.S.)	
Entomological Sciences, Dept of	
History (A.B., M.A., Ph.D.)	in progress
Industrial Engineering (B.S.)	
Industrial Relations, Institute of (carried over from 87-88)	
Languages and Literatures	in progress
Law (J.D., LL.M., J.S.D.)	in progress
Library and Information Studies (M.L.I.S.)	
Mechanical Engineering (B.S.)	
Mineral Engineering (B.S.)	
Naval Architecture (B.S.)	
Nuclear Engineering (B.S.)	
Optometry, Kansas City Veterans Administration Residency Program (Certificate)	
Optometry, Palo Alto Veterans Administration Residency Program (Certificate)	
Personality Assessment and Research, Institute of	(carried over from 87-88)
Physical Education (A.B., M.A., Ph.D.)	
Plant and Soil Biology (B.S.)	in progress
Political Science (A.B., M.A., Ph.D.)	in progress
Scandinavian (A.B., M.A., Ph.D.)	
Sociology (A.B., M.A., Ph.D.)	in progress
Soil Resource Management (B.S.)	in progress
South and Southeast Asian Studies (A.B., M.A., Ph.D.)	in progress
Spanish and Portuguese (A.B., M.A., Ph.D.)	
Statistics (A.B., M.A., Ph.D.)	in progress
Subject A/SANSE Program	in progress

Davis

Graduate Division

Art (M.F.A.)

Atmospheric Science (M.S., Ph.D.)

Cell and Developmental Biology (Ph.D.)
Computer Science (M.S., Ph.D.)
Earth Sciences and Resources (M.S., Ph.D.)
Electrical Engineering (M.S., D.Engr., Ph.D.)
Endocrinology (M.S., Ph.D.)
Genetics (M.S., Ph.D.)
History of Art (M.A.)
Nutrition (M.S., Ph.D.)
Range and Wildlands Science (M.S.)

College of Letters and Science

American Studies (A.B.)
Art (A.B.) — in progress
Biological Sciences (A.B., B.S.) — in progress
Chemistry (A.B., B.S.) — in progress
Classics (A.B.)
Dramatic Art (A.B.)
English (A.B.)
German and Russian (A.B.) — in progress
Individual Majors (A.B., B.S.) — in progress
International Relations (A.B.) — in progress
Linguistics (A.B.) — in progress
Medieval Studies (A.B.) — in progress
Political Science (A.B.)
Psychology (A.B., B.S.) — in progress
Religious Studies (A.B.)
Rhetoric and Communication (A.B.) — in progress
Spanish (A.B.)
Statistics (A.B., B.S.)
Zoology (A.B., B.S.) — in progress

Organized Research Units

Agricultural History Center
Bodega Marine Laboratory
Center for Consumer Research
Institute of Ecology
Center for Geotechnical Modeling
Institute for Governmental Affairs
Crocker Nuclear Laboratory
Institute for Environmental Health Research

School of Medicine

Residency Reviews in Anesthesiology, Dermatology, Obstetrics and Gynecology, General Pathology, and Urology
Certificate Program Review of Medical Technology

School of Veterinary Medicine

Review of professional curriculum

College of Agricultural and Environmental Sciences

Animal Science (B.A.)
Applied Behavioral Science Sciences (B.S.)
Asian American Studies Program
Design and Landscape Architecture (B.S.)
Entomology (B.S.) — in progress

Environmental Planning and Management (B.S.)
Environmental Policy Analysis and Planning (B.S.) in progress
Human Development (B.S.) in progress
Individual Major (B.S.)
Native American Studies (B.S.)
Preforestry Program
Textiles and Clothing and Textile Science (B.S.) in progress
Wildlife and Fisheries Biology (B.S.) in progress

College of Engineering
Agricultural Engineering (B.S.)
Aeronautical Science and Engineering (B.S.)
Chemical Engineering (B.S.)
Civil Engineering (B.S.)
Computer Science and Engineering (B.S.)
Electrical Engineering (B.S.)
Materials Science and Engineering (B.S.)
Mechanical Engineering (B.S.)

Irvine

Graduate Reviews
Engineering (Biochemical, Civil, Electrical, and Mechanical)
Genetics Counseling
Department of Information and Computer Science
Program in Social Ecology
School of Social Sciences (Comparative Culture, Economics, Political Science, Psychology, and Social Science)

Undergraduate Reviews
School of Biological Sciences
Information and Computer Science

Los Angeles
Anatomy (M.S., Ph.D.) in progress
Chemical Engineering (M.S., Ph.D.)
Civil Engineering (M.A., Ph.D.)
Electrical Engineering (M.S., Ph.D.)
Environmental Science and Engineering (D.Env.)
Experimental Pathology (M.S., Ph.D.)
French (M.A., Ph.D.)
Geochemistry, Geology, Geophysics, and Space Physics (M.S., Ph.D.)
Neuroscience (Ph.D.)
Oral Biology (M.S.) in progress
Pharmacology (M.S., Ph.D.)
Chemical Engineering (B.S.)
Civil Engineering (B.S.)
Geology (B.S.), Geology-Engineering Geology (B.S.), Geophysics-Applied Geophysics (B.S.), Geophysics-Geophysics and Space Physics (B.S.)
French (B.A.)
East Asian Studies (B.A.)

Organized Research Units
Institute of Industrial Relations in progress

Laboratory of Biomedical and Environmental Sciences	in progress

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Riverside

Graduate Reviews

Anthropology	in progress
Botany and Plant Science	in progress
Dance History	
Chemistry	in progress
English	
Entomology	in progress
History	
Management	in progress
Physics	in progress
Plant Pathology	in progress
Political Science	in progress
Soil Science	in progress

Credential Programs

Single Subject and Single Subject Internship
Multiple Subject and Multiple Subject Internship
Special Education Specialist - Learning Handicapped
Special Education Specialist-Learning Handicapped (Extension)
Resource Specialist (Extension)
Pupil Personnel Services (Extension)
Professional Administrative Services
Preliminary Administrative Services
Reading Specialist Credential

San Diego

Undergraduate Reviews

Music	in progress
Mathematics	in progress
Linguistics	in progress
Visual Arts	in progress
Judaic Studies	in progress
Teacher Education Program	in progress
Law and Society	in progress
Anthropology	in progress
Health Care and Social Issues	in progress
Computer Science and Engineering	in progress
Economics	in progress
Electrical and Computer Engineering	in progress
History	in progress
Physical Fitness/Health Management	in progress
Physics	in progress
Theater	in progress

Academic Internship Program
Biology
Chinese Studies
Psychology
Sociology

Contemporary Issues and Cultural Traditions

Graduate Programs

Economics	in progress
History	in progress
Physics	in progress
Anthropology	
Psychology	
Theatre	

Organized Research Units

Laboratory for Mathematics and Statistics	in progress
Center for Molecular Genetics	
Center for U.S.-Mexican Studies	

San Francisco

Medical Anthropology (Ph.D.)
Pharmacology (Ph.D.)
Biophysics (Ph.D.)

Santa Barbara

Organized Research Units

Social Process Research Institute	
Marine Science Institute	in progress
Institute of Polymer and Organic Solids	in progress
Community and Organization Research Institute	in progress

Graduate and Undergraduate Programs

Dept of Art History (both)	in progress
Dept of Chemical and Nuclear Engineering (both)	
Dept of Electrical and Computer Engineering (both)	
Dept of Geological Sciences (both)	
Program of Intensive English (ug)	
Interdisciplinary Writing Program (ug)	
Program in Composition (ug)	

Santa Cruz

Agroecology (B.A.)
Anthropology (B.A.)
Creative Writing (B.A.)
Legal Studies (B.A.)
Marine Sciences (M.S.)
Mathematics (B.A., M.A., Ph.D.)
Modern Society and Social Thought (B.A.)

Multicampus Research Units

Institute of Geophysics and Planetary Physics

The California State University

Bakersfield	
English (B.A.,M.A.)	
Fine Arts (B.A.)	
History (B.A., M.A.)	
Liberal Studies (B.A.)	
Petroleum Land Studies (B.S.)	
Chico	
Agricultural Business (B.S.)	rescheduled
Agriculture (B.S.)	rescheduled
Civil Engineering (B.S.)	
Community Services (B.A.)	discontinued
Computer Engineering (B.S.)	
Electrical/Electronic Engineering (B.S.)	
Health Science (B.S.)	
History (B.A., M.A.)	
Humanities (B.A.)	
Interdisciplinary Studies (M.A., M.S.)	
Liberal Studies (B.A.)	
Mechanical Engineering (B.S.)	
Music (B.A., M.A.)	rescheduled
Physical Education (B.A., M.A.)	
Physics (B.S.)	
Social Science (B.A., M.A.)	
Special Major (B.A.)	
Dominguez Hills	
Biology (B.A., M.A.)	
Chemistry (B.A., B.S.)	
Computer Science (B.S.)	
Clinical Science (B.S., M.S.)	
General Studies	rescheduled
Geology (B.A.)	
Geography (B.A.)	
Interdisciplinary Studies	rescheduled
Liberal Studies	
Mathematics (B.A.)	
Physics (B.A.)	
Fresno	
Art (M.A.)	postponed
Chemistry (M.S.)	
Home Economics (M.S.)	
Industrial Arts (M.S.)	postponed
Mass Communication (M.A.)	
Physical Education (M.A.)	

Physics (M.A., M.S.)	
Public Administration (M.P.A.)	postponed
Spanish (M.A.)	

Fullerton	
Accountancy (M.S.)	postponed
American Studies (B.A., M.A.)	
Communications (B.A., M.A.)	postponed
Education (Elementary Curriculum)(M.S.)	
English and Comparative Literature (B.A., M.A.)	
Ethnic Studies (B.A.)	
Geography (B.A., M.A.)	
General Education	postponed
International Business (B.A.)	postponed
Latin American Studies (B.A.)	
Political Science (B.A., M.A.)	
Public Administration (M.P.A.)	postponed
Russian East European Studies (B.A.)	postponed
Special Major (B.A., M.A.)	postponed
Taxation (M.S.)	postponed

Hayward
- English (B.A., M.A.)
- Ethnic Studies (B.A.)
- French (B.A.)
- German (B.A.)
- History (B.A., M.A.)
- Latin American Studies (B.A.)
- Philosophy (B.A.)
- Spanish (B.A.)

Humboldt State
- Computer Information Systems (B.S.)
- English (B.A., M.A.)
- Fisheries (B.S.)
- French (B.A.)
- German (B.A.)
- Industrial Technology (B.S.)
- Mathematics (B.A.)
- Music (B.A.)
- Nursing (B.S.)
- Spanish (B.A.)
- Special Major (B.A., B.S.)
- General Education

Long Beach
- Biology (B.A., M.S.)
- Botany (B.S.)
- Marine Biology (B.S.)

Zoology (B.S.)
Black Studies (B.A.)
Civil Engineering (B.S., M.S.)
Chemical Engineering (B.S.)
Computer Science and Engineering (B.S., M.S.)
Electrical Engineering (B.S., M.S.)
Mechanical Engineering (B.S., M.S.)
Human Development (B.A.)
Physics and Astronomy (B.S., B.A., M.S., M.A.)
Political Science (B.A., M.A.)
Sociology (B.A.)

Los Angeles

Afro-American Studies (B.A.)
Art (B.A., M.A., M.F.A.)
Broadcasting (B.A.)
Criminal Justice (B.S., M.S.)
Criminalistics (M.S.)
Home Economics (B.A., B.S., M.A., M.S.)
Industrial Arts (B.A.)
Industrial Technology (B.S.)
Vocational Arts (B.V.E.)
Vocational Education (M.A.)
Fire Protection Administration and Technology (B.S.)
Industrial and Technical Studies (M.A.)
Journalism (B.A.)
Mathematics (B.A., B.S., M.S.)

Northridge

Child Development (B.A.)
Computer Science (B.S.)
Earth Science (B.A.)
English (B.A., M.A.)
Foreign Languages and Literature (B.A., M.A.)
Geography (B.A., M.A.) postponed
History (B.A., M.A.) postponed
Liberal Studies (B.A.)
Linguistics (B.A., M.A.)
Political Science (B.A., M.A.) postponed
Sociology (B.A., M.A.) postponed
Speech Communication (B.A., M.A.)

Pomona

Accounting (B.S.)
Agricultural Business Management (B.S.)
Art (B.A.) in progress
Business Administration (M.B.A.)
Chemistry (B.S., M.S.)
Computer Information Systems (B.S.) in progress
Drama (B.A.)

Earth Sciences (B.A.)	
EDP Auditing (M.S.B.A.)	in progress
Finance, Real Estate and Law (B.S.)	
Geological Sciences-Geology (B.S.)	
Geological Sciences-Earth Sciences (B.A.)	
Landscape Architecture (B.S., M.L.A.)	in progress
Management and Human Resources (B.S.)	
Marketing Management (B.S.)	
Music (B.A.)	
Operations Management (B.S.)	
Physics (B.S.)	
Social Work (B.A.)	deferred 1989-90

Sacramento

Biological Sciences (B.A., B.S., M.S.)	postponed
Chemistry (B.A., B.S., M.S.)	
Child Development (B.A.)	
Computer Science (B.S., M.S.)	
Counseling (M.S.)	
Education (M.A.)	
Electrical and Electronic Engineering (B.S., M.S.)	
Foreign Languages (B.S., M.S.)	postponed
Geology (B.A., B.S.)	
Mathematics (B.A., M.A.)	postponed
Physics, Physical Science (B.A., B.S.)	postponed
Speech Pathology and Audiology (B.S., M.S.)	
Theatre Arts (B.A., M.A.)	
General Education	

San Bernardino

Education (M.A.)	
Vocational Education (B.V.E.)	

San Diego

Aerospace Engineering (B.S., M.S.)	
American Studies (B.A., M.A.)	
Art (B.A., M.A., M.F.A.)	
Business Administration Marketing (B.S., M.S., M.B.A.)	
Civil Engineering (B.S., M.S.)	
Education (Policy Studies) (M.A.)	
Rehabilitation Counseling (M.S.)	
Religious Studies (B.A.)	
Speech Communication (B.A., M.A.)	rescheduled
Vocational Education (BVEd)	

San Francisco

Applied Mathematics/Mathematics (B.S., B.A., M.A.)	
Biochemistry/Chemistry (B.S., B.A., B.S., M.S.)	
Biology (B.A., B.S., M.S.)	

Business Administration (B.S.)
Business Administration (M.S., M.B.A.)
Clinical Science (B.S., M.S.)
Computer Science (B.S., M.S.)
Engineering (B.S.)
Geology (B.A.)
Physics (B.A., M.A.)
Science (B.A., M.A.)

San Jose

Chemical Engineering (B.S., M.S.)
Civil Engineering (B.S., M.S.)
Electrical Engineering (B.S., M.S.)
General Engineering (B.S., M.S.)
Industrial and Systems Engineering (B.S., M.S.)
Materials Engineering (B.S., M.S.)
Mechanical Engineering (B.S., M.S.)
Nutritional Science (B.S., M.S.)
Radio-Television (B.A.)
Social Science (B.A., M.A.)
Sociology (B.A., M.A.)
Master of Urban Planning

San Luis Obispo

Agricultural Education (B.S.)
Agricultural Engineering (B.S.)
Agricultural Management (B.S.)
Animal Science and Industry (B.S.)
Crop Science (B.S.)
Dairy Science (B.S.)
Food Science and Nutrition (B.S.)
Natural Resources Management (B.S.)
Ornamental Horticulture (B.S.)
Soil Science (B.S.)

Sonoma

Counseling (M.A.)
Education (M.A.) deferred
Geography (B.A.)
Management (B.A., M.B.A.)
Physical Education (B.A., M.A.)
Psychology (B.A., M.A.)
Spanish (B.A.)
Special Major and Interdisciplinary Studies (B.A., B.A., M.A., M.S.)

Stanislaus

Art (B.A.) in progress
Computer Science (B.S.)
Drama (B.A.)

Nursing (B.S.N.)
Physical Education (B.A.)
Political Science (B.A.)
Public Administration (M.P.A.)
Psychology (B.S.)
Special Major (B.A., B.S.)

Appendix H

California Community Colleges Chancellor's Office 1985-86 Program Review Activity Form

CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES
1107 NINTH STREET
SACRAMENTO, CALIFORNIA 95814
(916) [illegible] x 322-4656

1985-86
PROGRAM REVIEW ACTIVITY

College:_____ Contact Person:_____
Phone Number:_____

1. Title of Program Reviewed: TOP #_____

_____

2. Reasons for Review:

__ Annual or Routine Practice
__ Part of Accreditation Prep.
__ Decline in Enrollment
__ Other:
__ Meet Vocational Education Requirement
__ Staffing Changes
__ Volunteered or Staff Request

3. Method of Review:

__ Self Assessment (COPES)
__ Dean or Other Administrator
__ In-house Team
__ Student or Alumni Reports
__ College Curriculum Comm.
__ Other:
__ Outside (Consultant) Evaluator
__ Peer (other faculty)
__ Outside Experts (COPES)
__ Advisory Committee
__ Administrator/Faculty Team

4. Criteria Used in Review:

__ WSCH/ADA/Enrollment
__ Meeting Program Objectives
__ Demand for Graduates
__ Other:
__ Cost of Instruction
__ Fit with College Mission
__ Program History or Trends

5. Findings of the evaluation:

6. Disposition: What action was taken as a result of evaluation?

Appendix I

California Community Colleges Chancellor's Office 1986-87 Program Review Activity Form

CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES
1107 NINTH STREET
SACRAMENTO, CALIFORNIA 95814
(916) [illegible] 322-4656

PROGRAM REVIEW ACTIVITY

College: _____ Contact Person: _____

District: _____ Title: _____

Date: _____ Phone Number: _____

1. Name of Program Reviewed: TOP #_____

2. Reason for Review:

3. Review Method:

4. Evaluation Findings:

5. Disposition of Program:

References

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of February 1990, the Commissioners representing the general public are:

Mim Andelson, Los Angeles;
C. Thomas Dean, Long Beach;
Henry Der, San Francisco;
Seymour M. Farber, M.D., San Francisco;
Rosalind K. Goddard, Los Angeles;
Helen Z. Hansen, Long Beach;
Lowell J. Paige, El Macero; *Vice Chair;*
Cruz Reynoso, Los Angeles; *Chair;* and
Stephen P. Teale, M.D., Modesto.

Representatives of the segments are:

Meredith J. Khachigian, San Clemente; appointed by the Regents of the University of California;

Theodore J. Saenger, San Francisco; appointed by the Trustees of the California State University;

John F. Parkhurst, Folsom; appointed by the Board of Governors of the California Community Colleges;

Harry Wugalter, Thousand Oaks; appointed by the Council for Private Postsecondary Educational Institutions;

Joseph D. Carrabino, Orange; appointed by the California State Board of Education; and

James B. Jamieson, San Luis Obispo; appointed by the Governor from nominees proposed by California's independent colleges and universities.

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other State agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Kenneth B. O'Brien, who is appointed by the Commission.

The Commission publishes and distributes without charge some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514-3985; telephone (916) 445-7933.

BEST COPY AVAILABLE

ACADEMIC PROGRAM REVIEW IN CALIFORNIA 1988-89

California Postsecondary Education Commission Report 90-17

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Recent reports of the Commission include:

89-32 California Colleges and Universities, 1990: A Guide to Degree-Granting Institutions and to Their Degree and Certificate Programs (December 1989)

90-1 Higher Education at the Crossroads: Planning for the Twenty-First Century (January 1990)

90-2 Technical Background Papers to *Higher Education at the Crossroads: Planning for the Twenty-First Century* (January 1990)

90-3 A Capacity for Learning: Revising Space and Utilization Standards for California Public Higher Education (January 1990)

90-4 Survey of Space and Utilization Standards and Guidelines in the Fifty States: A Report of MGT Consultants, Inc., Prepared for and Published by the California Postsecondary Education Commission (January 1990)

90-5 Calculation of Base Factors for Comparison Institutions and Study Survey Instruments: Technical Appendix to *Survey of Space and Utilization Standards and Guidelines in the Fifty States.* A Second Report of MGT Consultants, Inc., Prepared for and Published by the California Postsecondary Education Commission (January 1990)

90-6 Final Report, Study of Higher Education Space and Utilization Standards/Guidelines in California: A Third Report of MGT Consultants, Inc., Prepared for and Published by the California Postsecondary Education Commission (January 1990)

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